

SIERRA EDUCATIONAL NEWS

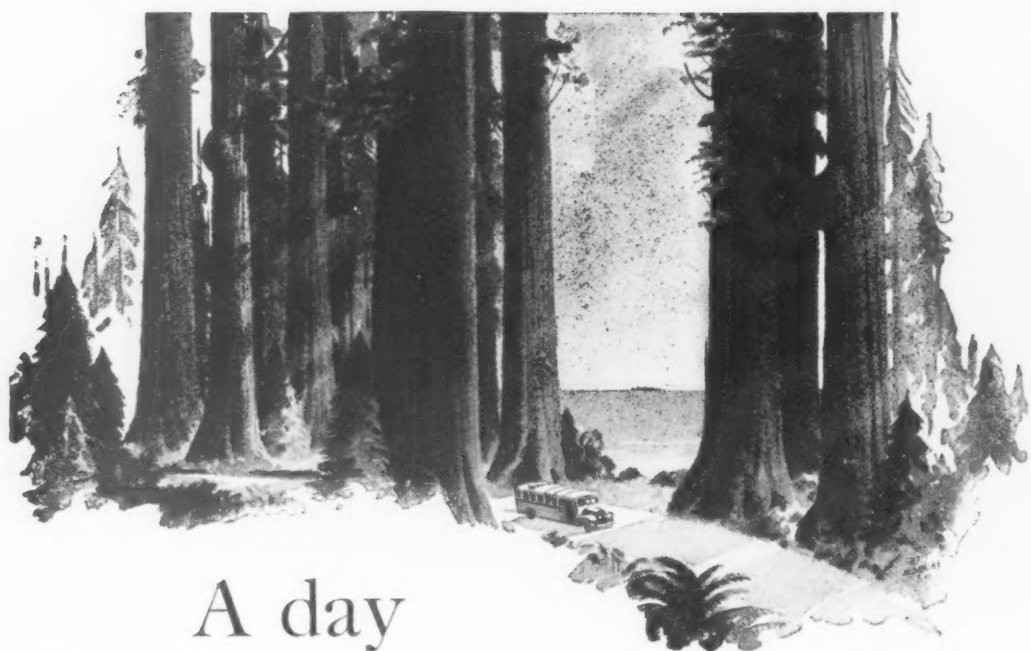
JUNE

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SIERRA EDUCATIONAL NEWS—Published monthly (except July and August) by the California Teachers' Association. Editorial and business offices, 508 Sheldon Building, 461 Market Street, San Francisco. Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879. Subscription, \$2.00 per year; 20c per copy.

TRAVEL SECTION

Why I Want to Travel

RACHEL MARKLEY, *Chico High School*

I WANT to travel. I must travel because I have tasted its fascination. I really am too busy to afford a vacation, but in the Rockies I feel as dispensable as an ant rushed for time!

One reveres the Great Spirit who could pile mountains on end as easily as nursery blocks. I need that. Although I am a luxury-softened modern, (Aren't we all?) I feel like a dare-devil giant defying fate, hanging over a thousand-foot stone precipice, scooting under a mountain, and escaping over a bridge of cobweb steel.

I like to take refuge from the accusing hands of the clock, to be rid of dust and noise, to feel the salt spray, to experience the sharp nip of a brisk walk around ship-deck.

Then one always has curiosity. Is Japan really a land of toy gardens and cherry blossoms? Is one truly surrounded with jade, lacquer, incense, and wind-bells in China? Did Kipling honestly "see the dawn come up like thunder" and the flying fishes playing "on the road to Mandalay"?

"There's a schooner in the offing—with the sunset I must be."

I'll not wait until my fortune is made before I travel. I'll travel now and have it always. Every night, by simply closing my eyes I can slip out again in a gondola, hear the guitars against the flap-flap of the water, and see the reflected lights of Venice. I do not own the home I live in, but I have a palace in France, a castle on the Rhine, and a thatched cottage in England I can visit in my rocking-chair.

But better than reverie is present joy. Every Gothic college hall, chapel or skyscraper takes on a new sacredness after one has been enthralled in a Gothic cathedral. To him who has traveled, half-timbered houses suggest Elizabethan towns; tiled roofs bring back peasant huts in Romance countries; mosaics call up Italian palaces.

He who has traveled is haunted by quaint peasant scenes, storybook gardens, poppy fields, milkmaids carrying pails on wooden yokes, carts

pulled by horses driven tandem—all this on hearing "Apple Blossom Time in Normandy."

A few strains of "O Sol Mio" whisk up an Italian troubadour who sings while you dine out-of-doors at Ventimiglia; or a happy Umbrian leading cart and horse decked with flowers and tassels home from market.

Even though you have seen ingenious Hollywood castles in the movies or travelogues photographed at the scene, modern liberty is more real after you have seen the torture chambers of the castle at Nuremburg and the dungeons under the Doge's palazzo in Venice.

You understand the French Revolution when you see the extravagance of Fontainebleau. Shakespeare seems more human after you have walked from his house in Stratford to Anne Hathaway's as he did on courting nights—you can sit on the actual settee by Anne's fireplace where they once held hands.

A meditative walk through the battlefields and through the Kaiser's palaces at Potsdam, now open to the public, enlivens recent history. The foreign dispatches in the daily paper create a moving-picture reel of Picadilly Circus, Parliament House, Arc de Triomphe, of Unter den Linden.

Better than all—travel gives one a love of people. You appreciate the white-haired German's sighing for his fatherland after you have visited a people who love flowers and music with a passion—after you have felt the spell of beautiful cities just as the Renaissance left them.

You are tolerant with French militarism after seeing the city of Rheims. You forget to ridicule England's worship of the past when you see what a gorgeous past it is.

You have something in common with every newcomer. You come back to love America more but to love the foreigner and his strange ways.

I do not want to travel to brag about my experiences but to be good company to myself. With a memory stocked with scenes from every corner, friends in odd ports, legends from first-hand sources—old age and I have nothing to fear together.

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Vacations Are "Looking Up"

By LYNN FALCH

REMEMBER back, when vacation travel was either a feast or a famine!

Europe if you could, because it had a lure in its legendry . . . but if you couldn't, well, there would be no vacation to speak of . . .

Until someone finally risked the fall from grace and set out, almost alone, to discover the home continent.

Heresy! they said. What might America have in suave living at the foot of grandeur to compare with Berne or Lucerne? . . . where should



you find English hedgerows but in England? . . . what rival for the midnight sun at Hammerfest, or the fjords of Norway for scenic sea-travel?

And in bringing back the answers to these and a hundred other questions of America's most pleasurable vacation geography, the first traveler was aware that he had "discovered" a blend of scenic thrills and fine living as secure in its own right as any on the world's other side—and not more than half as trying on the budget.

You should plan some time to take this inspiring scenic vacation. It is the Triangle Tour of British Columbia, carrying you eastward from Vancouver past monarch Mount Robson and into Jasper National Park, at the heart of the Canadian Rockies . . . westward for more than 700 miles through a gigantic Northland wilderness to Prince Rupert (just across the channel from Alaska) . . . then back 600 miles to Vancouver and Victoria through the land-locked Inside Passage, "America's Norway".

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Jasper is hard to leave, but there are still two "legs" of this great Tour yet to be made. Arriving at Prince Rupert, its western tip, you are within a short cruise, through unbelievably placid seas, of glacier-girt Alaska—land of the midnight sun and the raw-boned Yukon. Alaska may be included as an easy side-trip in conjunction with your Tour, and is in itself a vacation spectacle known all over the world.

From Prince Rupert south you are on the cruise portion of the Tour—600 miles of unsurpassed restfulness as you sit in your deck chair on a palatial steamer, watching salmon leap, whales spout . . . catching glimpses of deer, bear and mountain sheep in the sweeping valleys and on monster mountains that guard the way. At Vancouver you find the gaiety of Canada's west-coast metropolis, while Victoria is charming Old England transplanted.

New Book By Hennessey

The twenty-eighth edition of "Twenty-five Lessons in Citizenship", a 62 page booklet by D. L. Hennessey, has just been published. The author, who is principal of the Garfield Junior High School, Berkeley, and is also in charge of Citizenship work in the Evening High School of Commerce, San Francisco, developed these lessons through practical experience.

The booklet is filling a real need, more than 8000 copies annually going into the Civics classes, Naturalization classes, and libraries of California. Editions are published each year in June and December, keeping the material strictly up to date. Mr. Hennessey acts as his own publisher.



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IT is well within the memory of everyone when an airplane trip was first held in awe, then considered in fear and later approached in nervousness; always with scant opportunity for the person in ordinary walks of life to do much more than merely look on and theorize.

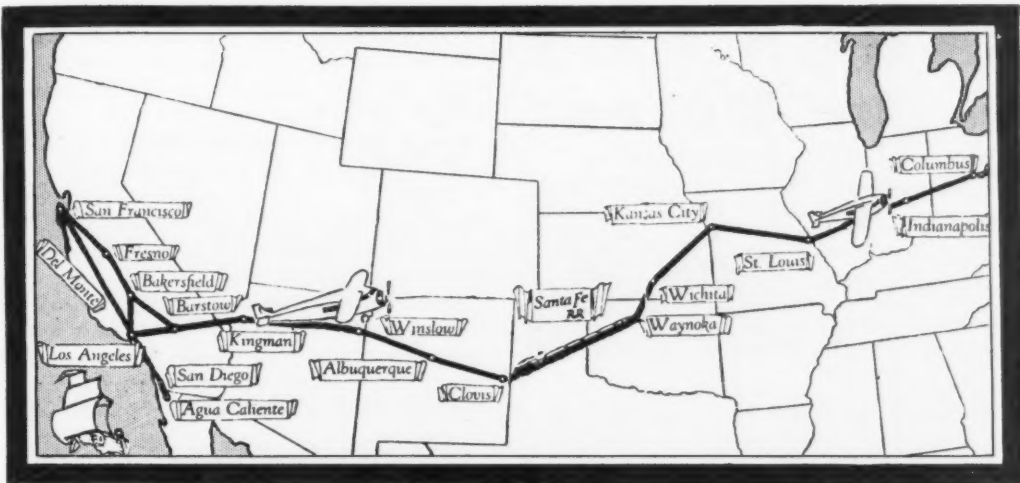
This condition maintained until a very few years

ago, then in Europe, the various governments realizing what aviation had meant to them in war, commenced to encourage them in peace. This led to different air transportation companies, most of them hopelessly entangled in political combinations.

Anything so big, so important, however, soon



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[National Education Association Conference, June 28, 29]

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asserted its proper place in public estimation. Air travel became less of a theory, more of a practice. Well within a time span of two years, commercial aviation in Europe assumed proportions of importance.

It was some time before the United States made any progress. In Europe, in nearly every instance, the several countries provided subsidies; over here most of the aviation development has been built up by private capital, resources, man-power.

During the past two years, the United States has taken leadership in the aviation of the world, both commercial and otherwise. True it is that Europe surpasses us in some ways, but taking everything into consideration, this country leads the universe.

Air transportation for passengers at the present time holds many charms unknown to the person who has never made an important cross-country flight. There are almost unbelievable advantages in the matter of time saved in transit, comparative costs against other modern methods of travel, safety, and service.

The National Education Association meeting in Columbus, Ohio, this month allows delegates from the Pacific Coast unusual opportunity to travel by air. School people can depart from Los Angeles one morning after a leisurely breakfast and enjoy their dinner the next evening in Columbus. The intervening night will have been spent in a sleeper aboard one of the fine trains of the Santa Fe Railroad. And the trip will have proven intensely interesting, exceptionally different from any other journey, amazingly illuminating in the matter of knowledge concerning the physical aspects of much of this continent; an easy, comfortable, dustless ride which costs no more than the much longer-in-time travel by train or automobile.

There is never any overcrowding in an airplane; there is no waiting for a chance to crowd into a dining car. The attendant brings your meals to your seat; there is no extra charge for this service.

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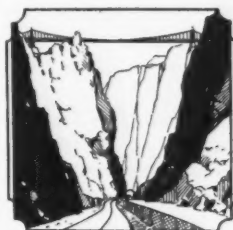
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Where to Go--and Stop--in California

Thousands of members of the California Teachers Association will be motoring to and fro, up and down, and across California during the vacation period. "Where shall we stop for a meal or for over-night?" is one of the big questions while en route.

The Sierra Educational News here points out some of the good stopping places. Readers of this magazine are invited to visit the hotels and resorts listed, enjoy the hospitality offered—and when it can be done conveniently, tell the manager you read his invitation in the Sierra Educational News.

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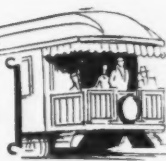
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California Goes to Ohio

ROY W. CLOUD

THE 68th annual meeting of the National Education Association will convene at Columbus, Ohio, from June 28 to July 4, 1930. The convention theme this year is "Vital Values in Education". The program will open Saturday evening with a general session and will close with a patriotic session on Friday forenoon, July 4. The representative assembly will meet July 1 to 3. Different departments and allied organizations will meet Monday, Tuesday, and Thursday afternoons. Wednesday afternoon will be the sightseeing period.

President E. Ruth Pyrtle and Secretary J. W. Crabtree and his assistants have worked earnestly to make this one of the outstanding sessions of the big national teachers organization. Not only will the program be worthy of considerable notice, but the historical surroundings of Columbus are such that the visitor to this city will be able to bring back inspiration from varied contacts.

California will go on a **special train** in which there will be about 120 delegates. Superintendent Willard E. Givens of Oakland, National Education Association Director for California, will have charge of the expedition. Mr. Givens has been studying plans and programs for several months past and will give his fellow travelers an exceedingly fine trip.

The delegation from Northern California will leave via the Southern Pacific on Monday evening, June 23. They will arrive in Los Angeles Tuesday morning at about 9 o'clock and will spend the day in California's great southern metropolis. At 4:00 p. m. Tuesday, on a special train over the Union Pacific System, the combined northern and southern delegations will make their departure.

The first stop will be in Zion National Park, Utah, where the day will be spent at Cedar Breaks and Bryce Canyon. The next morning a stop of a few hours will be made at Salt Lake City. This will allow sufficient time for visiting the tabernacle, the state capital, and other points of interest.

The journey will be resumed by way of the Denver & Rio Grande Railroad, with a short stop at 5:30 a. m. on Friday in the Royal Gorge of Colorado. No other stops of any length will be made. Columbus will be reached at 4:30 Saturday afternoon.

The approximate cost, which will include the visit to Bryce, will be \$130. Lower berths for the going trip will be about \$28. Upper berths will be about \$22.50. The return trip may be made by one of the various routes west.

California will have its headquarters at the **Deshler-Wallick Hotel**, which will also be headquarters for the National Education Association. A large percentage of the delegates have made reservations at this hotel, so it will house many of the Californians in Columbus.

Reservations for the Deshler-Wallick should be made through C. T. A. headquarters office, 461 Market Street, San Francisco. **The California Breakfast** will be held at the Dashler-Wallick at 7:30 a. m. Monday morning, June 30.

* * *

Teachers May Serve in Legislature

MAYOR Z. S. LEYMEL of Fresno won a reversal of a Superior Court decision against him in a suit to collect salary from the local school board through a decision handed down May 16 by the Fourth District Court of Appeals sitting at San Diego.

Leymel sued for one month's salary as a teacher after his claim had been rejected by the school trustees. The basis of contention was his election to the State Legislature, school officials contending that he could not hold the two positions at the same time. The lower court found in favor of the school board.

Justice Marks gave the decision of reversal for the Appellate Court and Justice Barnard concurred.

This important decision establishes the right of a public school teacher to serve as a member of the California State Legislature.

* * *

Elisha Brooks: Veteran

ELISHA BROOKS, 89, veteran California educator, passed away recently at his residence in Ben Lomond. Mr. Brooks, a leading figure in school circles for more than 25 years, was a former principal of the Franklin Grammar School and of the Girls' High School, both of San Francisco.

He was the oldest member of the San Francisco Academy of Sciences. A native of Michigan, he came to California in a covered wagon with his mother, two brothers and a sister in 1852.

He was a member of the Loyal Legion and the George H. Thomas Post of the G. A. R. He is survived by his widow, two sons, Dr. Joseph Brooks, San Francisco physician, and Fred E. Brooks of Huntington Beach, and a daughter, Mrs. Charles Whitney of Palo Alto.

* * *

Outdoor Plays for Boys and Girls and Plays for Graduation Days (both compiled and edited by A. P. Sanford) are published by **Dodd, Mead and Company**, 443 Fourth Avenue, New York City; \$2.50; 360 pages.

These volumes are admirable members of a practical series of plays for special days and occasions and for other uses of youth.

SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association

JOSEPH MARR GWINN.....*President*

ROY W. CLOUD.....*State Executive Secretary*

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Sierra Educational News is a member of the Educational Press Association of America
and is published in accordance with the standards of that organization.

Vol. XXVI

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Placement Service for C. T. A. Members

F. L. Thurston

Earl G. Gridley

CALIFORNIA Teachers Association maintains a placement service for the benefit of school boards, superintendents, and other employing officers who are seeking qualified teachers, and for members of the Association. Each year hundreds of members are placed. Members are entitled to register (without charge) for placement. Earl G. Gridley, secretary of the C. T. A. Bay Section, is manager of the Berkeley office, 2163 Center Street; phone THornwall 5600.

Placement Bureau of the C. T. A. Southern Section is under the direction of F. L. Thurston, manager of the bureau and executive secretary of the Southern Section. Teachers interested in Southern California placement should register in the NEW Los Angeles Offices — 307 California Reserve Building, Fourth and Spring Streets; phone TRinity 1558. C. T. A. placement is a professional service.

Happy Holidays

ROY W. CLOUD

YES, it is true. This is the June issue of the Sierra Educational News. June and vacation time are here. Summer days in practically any part of California

a bug-a-boo in California because courses are so planned and the program so arranged that a summer spent at one of the teachers colleges, art schools or at the universities brings not only additional credits but inspiring, healthful days.

Some of our readers have already informed us of their vacation plans. We have met a goodly number who are going to Europe, some to Alaska; many to Hawaii and the Orient. Some of us are going to stay right here in California for our rest and recreation.

It does not matter much where we go or what we do. The freedom from routine and the necessity of disciplining students will give a change that will be welcome.

The conditions under which most California teachers work are so nearly ideal that it almost seems to us that California teachers never grow old. The thought that we don't have to go back to the daily duties during the entire summer brings a feeling of happiness.

We wish you the pleasantest vacation whether it is spent in California, Columbus or Oberammergau.

We trust that every teacher of California will be back in the appointed place at the beginning of next term ready to give the very best of service in the finest line of endeavor that any professional person can ever take as an occupation.



A Central American scene, by Ray Bethers

are pleasant days and with vacation looming ahead most of the teachers of the state are planning programs of activity, entertainment and instruction.

Most of us know where we want to go. Some of us will be required (because of certification regulations, local board or state board regulations) to attend summer schools. Summer school is no longer

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Our Country Store

OLIVE B. BURR,
Hawley School, Willits

AFTER watching my small daughter (age five and a half years) and her daddy play store night after night,—and with unflagging interest, at least on her part, I decided to experiment with the idea at school.

The idea of "making change" as it is made in practical every-day use seems so hard for many children to grasp. And especially so for children of the well-to-do. In such families they do far less buying, as a rule, in person. The telephone is used more, —goods are delivered, and a child in such a family does not do the buying, and have the handling of money, as in poorer families.

A Play Store

Having a very large school-room, I decided to turn the corner into a play store. The idea appealed to the children. They became enthusiastic and entered wholeheartedly into the plan. Of course the store had to be stocked in some manner. To get the most out of the idea, during language period the children were given as their work, the composition and writing of letters. These letters were for the most part to well-known firms that advertise to send free samples of their products to such as will write for them.

I found this a valuable lesson,—and especially in the matter of addressing the envelopes. In fact I must confess that I was shocked when I saw some of the first letters turned out by the 7th grade which had written countless imaginary letters and addressed imaginary envelopes for the past three years.

While the store was planned primarily for the children in the grades from the 2nd to the

5th, I found that the higher grades were so much interested that I allowed them, too, to enter into the work. The higher grades planned the shelves and put up the broad board that serves as a counter. Then during the art period we made an excellent sign,—size four feet by two with a black back-ground and four-inch white letters.

Arranging the Stock

By this time the first of our sample goods had arrived and then followed a fascinating time arranging the shelves and deciding on price marks. In order to complete our stock of goods, empty cartons and cans were also used. Our entire store stock could easily have been made up of such empty packages. But an exceedingly valuable lesson in actual letter-writing would have been lost.

In addition to our stock of goods, our completed store had a large box of school paper money, — and a toy telephone. Of course the big thing was to have the children get as much experience as possible in the making of change. To this end each child, when making purchases, was given fifty cents, or a dollar at a time; the thing, or things to be purchased, costing but a small portion of such sum.

When a store-keeper was chosen and actual business began I retired to the other end of the room, the better to observe what transpired. Now came an opportunity for what I found was a much-needed lesson in telephone conversation, politeness, and social conduct, where each child must act out his part. In fact the project has included practically every subject in our curriculum—although I was only thinking of arithmetic at the beginning.

The children's interest has remained keen, and for the first time in my experience the making
(Continued on Page 70)



The Hawley District School Store, a motivated school project in practical affairs.

A Los Angeles Campus

THE new campus and buildings of the University of California at Los Angeles recently received their formal dedication*. This ceremony marked the culmination of a plan initiated twelve years earlier by the present director of the institution, Dr. Ernest Carroll Moore, and ably supported by public-spirited citizens of Southern California. The purpose of the plan and the significance of the achievement were eloquently expressed by the President of the University in his address of welcome to the assembled guests and delegates. President Campbell spoke in part as follows:

For those of us who had the duty and privilege of serving this institution on its former campus, near the center of this great city, there is tremendous satisfaction in now seeing the University of California at Los Angeles appropriately located and beautifully clothed.

Our pleasure is accentuated by the presence of 180 representatives of other colleges, universities and learned societies, who have come from far and near; some from across the oceans, many from our Atlantic Coast and Central States, and others from nearer points.

The greetings they brought with them from their institutions have been to us most encouraging. I thank the delegates cordially for their presence, and for the honor they have conferred upon us; and I request them to convey to their respective institutions an expression of our appreciation and utmost good will.

However, and while fully appreciating the splendid educational values of the new campus and its new buildings, available not only for the members of the university community, but for all persons who view them from a distance, it should be said that the chief interest, the controlling interest, taken in these structures by those who are directly responsible for this institution of higher education relates to the character and the quality of the activities which are conducted upon these lands and within these structures.

They realize that a university is never greater than its faculty, that a university is never finer

than its objectives and its traditions. It is the hope of those who are charged with the responsibility for the development of the University of California in all its parts that there shall evolve upon this campus a truly great institution of learning, in which the people of the entire commonwealth of California will take full measure of pride.

The plateau, on which the new campus is situated, commands a sweeping view of the city and the distant Sierras to the east, and westward a profile of indented foothills sloping gently towards the Pacific.

Each building, while possessing its own distinctive design, carries out the prevailing type of "Mediterranean Gothic" architecture. Those already constructed are Royce Hall, the library, a chemistry and geology building, a physics and



Procession of faculty and delegates at the dedication of the new campus

*March 27, 28, 1930. This paper is contributed by Dr. Baldwin M. Woods, Associate Dean of the University and Representative in Educational Relations.

(Continued on Page 72)



Aerial view of the new buildings and campus of the University of California at Los Angeles; a magnificent site for one of the numerous divisions of a great state institution of learning.

A Flexible High School Schedule

GEORGE E. BETTINGER, *Principal*
Alhambra High School



HERE is nothing particularly different about the program of work at Alhambra High School except that we are operating the school with two different schedules for length of classes.

All academic classes are scheduled to meet on the 45-minute basis. The science, mechanic arts, home economics, and some of the commercial work, are meeting on a schedule calling for 70 minutes for each class. The adoption of this program was the result of necessity. The Alhambra City High School has been growing very rapidly. On two successive years bond issues were defeated so that no help was available and no relief afforded to conditions which were already overcrowded.

The enrollment this year is approximately 2300. The science, shops and home economics departments, bookkeeping and typewriting were all on a schedule of two 45-minute periods. Our school day began at 7:55; we maintained ten periods of school, ending at 4:05. This permitted us to have five sections in each of our science laboratories, in each of our shop buildings, and in each of our home economics laboratories. The various laboratories and shop-rooms were filled every period in the day.

In order to take care of the classes for the year 1929-1930, we would have had to make a 12-period day, which would have required us to start school at 7:10 and continue through until 4:50 in the afternoon. This was not practical. Another plan had to be devised and our double schedule is the result.

A Double Remedy

Under the old double-period plan the teachers of those subjects were teaching daily but three classes of two periods each. It is our opinion that a shop man, home economics teacher, or science teacher, teaching three double classes a day was not carrying the same load as a teacher in the academic work who had six classes of 45 minutes each.

To remedy both situations, (i. e., of furnishing room for next year and equalizing the load between the various departments) this new schedule was organized. We left all of the academic work on the 45-minute basis and reduced the other departments (which had pre-

viously been on the double periods) to one period of 70 minutes. The classes affected by this 70-minute of "B schedule" are the science, manual training, and home economics classes, typewriting, bookkeeping and office practice.

In the art department our ninth and tenth year work is a single 45-minute period with five units of credit for the year. The eleventh and twelfth grade work is the double period variety, with ten units of credit for the year.

Because the advanced classes are sometimes too small to establish a separate class for them, we have had to occasionally mix in with the eleventh and twelfth year classes some of the tenth year of the same type of work as in the commercial art or the applied design. Because of this we left all of the art work on the 45-minute schedule, either single or double periods.

The buildings were rewired, so that in all of the rooms in which the 45-minute scheduled classes are meeting, the bells will ring on a 45-minute schedule. In all of the rooms in which the 70-minute classes are meeting they hear only the bells for the 70-minute period. This cost about \$350 to do.

HOWEVER, in the assignment of work for this year, the number of classes in the science department was increased from three to four. In the home economics and manual training departments the number of classes was increased from three to five. In the commercial department we gave the typewriting teachers five classes and the bookkeeping teachers four classes. Fewer teachers are required by this program than by the old program.

Following is the schedule as arranged:

A		B	
Period		Period	
1.	7:55- 8:40	1.	7:55- 9:05
2.	8:40- 9:25	2.	9:05-10:10
3.	9:25-10:10		
C. R.	10:10-10:55	C. R.	10:10-10:55
4.	10:55-11:40	4.	10:55-12:00
5.	11:40-12:25		
6.	12:25- 1:10	6.	12:00- 1:10
7.	1:10- 1:55	7.	1:10- 2:20
8.	1:55- 2:40	8.	2:20- 3:30
9.	2:40- 3:25		
10.	3:25- 4:10		

Schedule A is the 45-minute one, under which all of the academic classes meet. At the end of the third period is one marked "C. R." This is really the home room period and is 45 min-

utes in length. During this period we have all of our debates, club meetings, class meetings, and special programs.

The B schedule starts at the same time as the A schedule. The first and second periods B schedule have the same length of time as the first, second and third in the A schedule. In other words, there is no third period in the B schedule. At the end of the A schedule third period and the B schedule second period, all students report to their C. R. rooms, except on assembly days when they report directly to the assembly. Then the A and B fourth period schedules start at the same time, i. e., at 10:55.

Periods and Schedules

The length of the fourth A schedule fifth and sixth periods and the B schedule fourth and sixth periods is the same. The sixth period in both schedules ends at 1:10. This, of course, eliminates entirely any fifth period in the B schedule. Seventh period in both schedules begins at the same time. The last scheduled class in the B schedule is the eighth, which terminates at 3:30. In the A schedule the classes run on through the tenth, terminating at 4:10.

When a student is shifting from A to B schedule or vice versa, the time of the periods does not always come out even. Consequently there are certain times in the day when some of our students are free for a period of twenty minutes. For instance, if a student has an A schedule first period his class ends at 8:40 and then if he has a second period B schedule he does not go into that class until 9:05. He is on the grounds, therefore, between 8:40 and 9:05 without being under the direction of any teacher.

The same thing would apply if a student has a B schedule first period which terminates at 9:05, and an A schedule third period which begins at 9:25. This has not proved any hardship with us since we have students coming and going at all hours of the day, due to our crowded conditions.

IF a student has an A schedule fourth period he then has a lunch period of twenty minutes and at 12 o'clock goes into a B schedule sixth period. However, we give him in that fourth period either study hall or gymnasium. We excuse him from the study-hall ten minutes early, so that he will have really thirty minutes for lunch; and excuse him from the gymnasium at the first bell, which gives him twenty-five minutes for his lunch.

If he has a B schedule fourth period he is released at 12 o'clock and eats his lunch; then goes into an A schedule sixth period which begins at 12:25. Again in the afternoon a student with an A schedule seventh period terminating at 1:55 would have to wait until 2:20 if he has a B schedule eighth period. This matter of having the students free on the grounds we anticipated was going to cause us difficulties, but we have had no trouble at all.

The students congregate in the patio for the twenty minutes. When the gong rings they go to their classes. Our attendance office reports that there is no undue tardiness between classes because of their being free for that little period of time. An advantage of the schedule is that a student can get his day shortened up materially, particularly if he has two classes in the B schedule and the short lunch.

Of course any student working entirely in the A schedule will have a regular 45-minute lunch period. We anticipated difficulty on the part of the students in comprehending and working the system, but from the very first day they took it up and carried it forward so that we feel highly gratified with the success of the plan.

In counting the attendance we called six A schedule periods a full day or five A and one B, three A and two B, one A and three B. All of them produce a full 240 minutes. We count 15 per cent absence for each A schedule and 30 per cent for each B schedule period which is missed.

We would not have come to such a schedule if necessity had not driven us to it, but now that we are operating under this schedule we will not go back to the other one when relief is afforded us. It has its advantages in the equalization of the teaching load among teachers. The short rest period, when the students are free from all restraint, has made them feel more responsible. In the long run it will prove very satisfactory from the health point of view.

WE have no warning bell at the end of any period. The teachers now are making all of their assignments at the beginning of the periods, which is a very satisfactory arrangement. Previously we had a two-minute warning bell and the classes at the ringing of that bell had a tendency to shut up their books and "fold up" as far as further class-work was concerned. At the present time they work right up to the ringing of the passing bell.

* * *

New N. E. A. Building—A Monument For Life Members

THE new N.E.A. headquarters building, financed exclusively by life members is no longer a mere dream. The contractors began work March 12 and plan to complete the fine 7-story structure by February 1, 1931. The membership has grown from 8000 to 205,000. The staff of four has grown to more than 125. There are 3200 life members. Best of all we now have an organized profession on a par with that of law and medicine.

How fitting to have a permanent record of life members in the cornerstone. There are more than 2000 who plan to enroll within a year or two. It would be great to secure these enrollments immediately and to have a list of 5000 names for the cornerstone instead of 3200—J. W. Crabtree, Secretary, N. E. A., Washington, D. C.

California Schools at Work

A Travelog by ROY W. CLOUD

DURING the past two months the executive secretary of the California Teachers Association has traveled over a considerable portion of the Pacific Southwest. Several of the places will not be discussed, as visits to these sections were recounted in the last account of my journeyings.

On Saturday, March 29, with a number of other members of the California Teachers Association, I traveled by ferry from San Francisco to **Vallejo** to attend the Bay Section Council meeting. The trip across the broad expanse of the Bay of St. Francis was exceedingly pleasant. The sun shone brightly and there was hardly a breath of wind to ripple the surface. Flocks of sea gulls followed the boat and clustered around as a group of children threw bits of bread into the air.

Before the meeting was called to order several of us had a chance to walk around Vallejo. It is an interesting old city, named after one of the finest Spanish-American families in early state history. Vallejo for a time held the proud boast of being the capital city of California.

Because of the activity of General Mariano G. Vallejo and Dr. Robert Semple, two of the extremely active pioneers, the capital was moved from San Jose and Vallejo was designated as the seat of government.

A suitable meeting place for the state lawmakers could not be secured so the legislature held its sessions at Benicia. Because of the lack of accommodations Sacramento prevailed upon the legislature to pack its bag and baggage and go by steamboat to the City of Camellias, which has since been the capital of California.

Vallejo is the business section for Mare Island, where the naval base is located. Sailor boys in their jaunty uniforms are to be seen at all times about the streets and receiving ships and naval training vessels are constantly putting into or taking off from the port of Vallejo, so it is a thriving, bustling town.

The Council meeting was presided over by Miss Mabel Ellis, a vice-principal in San Francisco, who this year is president of the Bay Section. Miss Ellis was a charming presiding officer. She conducted the meeting well. All business was dispatched in a manner which won the commendation of the group.

The trip back across the bay was as beautiful as the going journey. We found ourselves in San Francisco in the early evening.

Visits From the National President

On April 3 our Association had the pleasure of assisting in the entertainment of **Miss E. Ruth Pyrtle**, president of the National Education Association. Miss Pyrtle spent a week in California, inspecting schools and visiting her two sisters, who reside in San Francisco.

The official visit of the president of our national teachers association was an interesting

one for all. Miss Pyrtle received every courtesy at the hands of the teachers of California and left a pleasant impression upon those with whom she came in contact. Dinners, luncheons, and other entertainments were held in her honor.

Tenure Talk at Burlingame

On the 7th of April, at the invitation of the teachers of Burlingame, I discussed tenure at a meeting in McKinley School. Superintendent L. E. Adams was in charge and described this important topic informally to his teachers before calling upon me.

The people of Burlingame are just now regretting the fact that Mr. Adams is to leave them to become the city superintendent of schools of San Bernardino. He will follow Ray Holbrook, who has given such an outstanding school administration in San Bernardino for several years past. Mr. Holbrook will become city superintendent of schools of Santa Cruz on July 1. Most of Mr. Adams' educational experience has been in San Mateo County, so he will leave for an entirely different service.

The teachers of Burlingame asked a great number of questions which showed that they were interested in tenure and knew of most of its ramifications.

Equalization of School Funds

On April 9, at the request of **Charles Albert Adams** of the Commonwealth Club, I talked to the members of that organization on equalization of school funds.

The members present all showed a deep appreciation of school affairs and evinced a desire to help put over legislation which may be of benefit to the schools.

It is heartening to those in charge of school work to know that business men and an organization like the Commonwealth Club are ready and willing to give their time and attention to a subject of this kind.

ON the 11th and 12th the committees of the State Council of Education and the Board of Directors of California Teachers Association held their meetings in San Francisco. Full descriptions have been given of these, so it is unnecessary to go into them other than to say that much constructive discussion was held concerning all phases of education.

An Ocean Voyage to San Diego

Shortly after leaving the Council meeting we took passage on the steamer **Yale** for San Diego. There were fifty California schoolmen on board this fine steamer. It sailed out through the Golden Gate, from a calm and placid bay to a rolling ocean.

A short visit was made to **Los Angeles** after which the journey to San Diego was resumed. The officials of the Yale were most painstaking in their endeavor to make the journey pleasant, the purser, Mr. David Phelan, being particularly anxious to see that everyone on board was properly cared for.

San Diego was reached in the early evening. Headquarters were at the U. S. Grant Hotel. Meetings were held in the Russ Auditorium, in the San Diego High School. State Superintendent

Kersey, by his courteous manner and splendid cordiality, endeared himself to every high school administrator. The program was good throughout.

The week of April 22 found all of the staff of the California Teachers Association taking part in **Public Schools Week** in various sections of the state. I was privileged to speak at the Alvarado School in San Francisco. This is one of the fine new buildings which has been completed recently. **Miss Cicely O'Connor**, the principal, prepared an interesting program in which she demonstrated the excellent work which is being done.

Suisun-Fairfield Meeting

On Friday night I drove to Fairfield, where the county superintendent of schools, **Dan H. White**, had charge of the meeting in the Suisun Grammar School. Mr. White is one of the veteran school officers of California. He began his work as county superintendent in 1903 and has continued in the county superintendency since.

That the work in Solano County has progressed was evidenced by the excellent program. Those assisting him were **Mark G. Wood**, principal of the Fairfield Grammar School, **Jasper Finney**, principal of the Suisun Grammar School, and **J. E. Brownlee**, principal of the Armijo Union High School.

Suisun and Fairfield are interesting because of the fact that they are two distinct municipalities separated only by the right of way of the Southern Pacific Railroad. Fairfield is the county seat. This section borders the San Francisco Bay and is a wonderfully fertile portion of California with spreading fields of grain and orchards which are just beginning to show the bumper crops which may be expected this year.

Los Angeles and San Diego

On Thursday, May 1, on board the Owl I went to Los Angeles. Our hard-working and efficient secretary of the Southern Section, **F. L. Thurston**, was at the depot to meet me. We started immediately for San Diego.

Our way led through **Whittier**, where a short stop was made at the Whittier High School where the principal, **O. C. Albertson**, for a number of years has put over a most excellent program of instruction. Whittier is one of the Quaker cities of the south. It is the site of Whittier College, a Quaker institution presided over by **Dr. Walter Dexter**. The streets of the city are named after dignitaries of old who took an important part in the work of the Friends Church in America.

WE journeyed on through Orange County and stopped for a little while at San Juan Capistrano where one of the most beautiful of all the old Franciscan missions is located. This delightful mission, for years a ruin, has been partially restored and is an object of veneration and admiration on the part of all visitors.

The San Diego Round Table

We arrived in San Diego just in time for the afternoon program of the San Diego Round Table. The Round Table is an institution of

more than passing interest. It was instituted several years ago by **Dr. E. L. Hardy**, president of the State Teachers College, and **Dr. W. L. Nida** of the State Teachers College, who has been its secretary during all its organization.

Ray Holbrook, superintendent of schools at San Bernardino, is president this year. Mr. Holbrook prepared a most interesting program which had as its topic the freedom of the schools. Those taking part in the program were **John A. Sexson**, superintendent Pasadena; **C. W. Randall**, superintendent Ontario; **F. A. Boyer**, superintendent Coronado; **Frank A. Henderson**, superintendent Burbank; **Margaret Erdt**, San Bernardino; **H. P. Allen**, department of education, Claremont Colleges; **Emmet Clark**, superintendent Pomona; **Guy Hudgins**, superintendent National City; **H. S. Upjohn**, superintendent Los Angeles County; **Beth Johnson**, San Diego; **O. P. Palstine**, Long Beach; **Georgia D. Richardson**, San Diego; **Georgia B. Parsons**, Los Angeles; **Marvin L. Darsie**, dean of education, University of California, Los Angeles; **A. R. Clifton**, superintendent Monrovia; **George Bush**, superintendent South Pasadena; **C. A. Pugsley**, school principal, Pasadena; **Willard S. Ford**, department of education, University Southern California, Los Angeles; **J. H. Sinclair**, head of department of education, Occidental College; **A. A. Douglass**, head of department of education, Claremont Colleges; **H. L. Eby**, department of education, University of California, Los Angeles; **Walter Hepner**, superintendent San Diego City; **W. L. Stephens**, superintendent Long Beach; and the writer.

On Saturday afternoon at the Hotel San Diego the **San Diego County Teachers Association** held its annual meeting. President **Gilbert E. Judy** of the Grossmont Union High School presided and **Miss Ada E. Crandall** of the Grossmont Union High School acted as secretary. **Miss Ada York**, county superintendent of schools, gave a short address and thanked the teachers for their co-operative attitude towards her and her department throughout the year.

Dr. E. L. Hardy, State Teachers College, made a few remarks. He was followed by **Dr. A. A. Douglass**, Claremont Colleges, who told of the courses which would be given by Pomona at San Diego during the summer vacation. Mr. Thurston and I then discussed Association activities. The meeting demonstrated that the teachers of San Diego County are alive to their responsibilities and anxious to do their part in the advancement of education. A substantial donation was voted by the Association to the Southern Section Welfare Home.

On Monday the **schools at Coronado**, the elementary school under the direction of **Fred Boyer** and the high school under the principalship of **J. Leslie Cutler**, were visited. It was not a good visiting day, however, as a real, honest-to-goodness Southern California rain was bringing moisture to all sections of the county.

Oceanside was next visited. **Jack R. Tenney**, superintendent of the elementary schools, is a live, active young schoolman who presides over a well organized school. **Charles L. Suffield** is principal of the high school. His plant is a fine,

(Continued on Page 58)

Report of C. T. A. Committee on Teachers Salaries

ALBERT S. COLTON, *Chairman*

IN DECEMBER, 1928, a report was made by this committee which included the following points:

1. *Salary schedules for rural schools having one, two and three teachers.*
2. *Tax rates for maintenance of these schools.*
3. *Total amounts received by the one-teacher schools from state and county.*
4. *Recommendations how these salaries could be increased.*

After conferring with our secretary, Mr. Roy W. Cloud, it was felt advisable to make a state-wide survey of salaries paid to elementary and kindergarten teachers in the cities having district or city superintendents. Also a study of assessed valuations and tax rates for maintenance looking toward the possibility of getting more state aid for all elementary schools.

This report consists of three parts as follows:

1. Salary schedules for elementary and kindergarten teachers.
2. Total tax rates for maintenance which include elementary, kindergarten and high school.
3. A proposed plan for obtaining more money for the elementary school fund in order that elementary teachers, state wide, can receive more adequate salaries.

As every one knows, it is very difficult to get replies to questionnaires. It is impossible to get data in the state office concerning minimum and maximum salaries in elementary schools. Also the committee wished to have this report based upon the present school year, so for these reasons we had to send out questionnaires. A few of the answers came back late, so could not be included in this report. Some of the superintendents did not respond, which will also account for certain towns and cities being omitted.

The accompanying tables give the data for the districts by sections in order that a quick comparison can be made for counties in the same part of the state. The size of the district is given by the number of teachers employed and not by population.

Out of 156 districts reporting, 14 have 150 or more teachers, 22 have from 60 to 149, and 120 have from 7 to 59 teachers.

Thirty-one (31) districts pay maximum salaries of \$2000 or more, this number being well

I.—Salary Schedules For Elementary Schools.

Number of Districts Paying Maximum Salaries						
No. of Teachers in District	No. of Dist.	\$1260 to 1499	\$1500 to 1599	\$1600 to 1699	\$1700 to 1799	\$1800 to \$2000 or over
7 - 19	38	5	5	12	8	8
20 - 39	55	4	6	11	12	16
40 - 59	27		1	8	2	13
60 - 99	15		1	2	2	3
100 - 149	7					3
150 - 249	6					2
300 - 500	5					1
Over 500	3					
TOTALS	156	9	13	33	24	46

divided in cities of all sizes. Seventy-nine (79) pay less than \$1800 maximum, 22 of these paying less than \$1600, and 9 paying under \$1500.

In many cities kindergarten salaries are the same as elementary. However, in 47 the salaries are less. In some cases this can possibly be explained from the fact that the kindergarten teachers do not have as long a teaching day.

It may be that some of the cities in reporting on maximum salaries, gave the amount paid to teachers having elementary certificates, but did not specify that those having secondary certificates received secondary pay. The maximum stated for Oakland is \$2460; however, teachers receive \$2820 if they hold secondary certificates.

Ten cities indicated that a super-maximum salary is paid. This varies from \$100 to \$300.

The number of years to reach the maximum salary varies from 2 to 16.

II.—Tax Rate for Maintenance.

In making this study, only the tax rates for general maintenance are given, not including school bond rates of any sort.

In some of the reports, certain tax rates were omitted so that the total could not be estimated. Out of the 143 districts, 81 had rates between \$1.50 and \$1.99; 47 had over \$2.00, 26 of these having rates between \$2.25 and \$2.68. Fifteen (15) had rates between \$1.03 and \$1.49, San Francisco having the lowest, \$1.03685.

The assessed valuations of these cities vary from one million dollars to two billion dollars in Los Angeles.

The county rates for elementary schools vary from 18c in San Francisco to 80c in Nevada

County. Twenty (20) counties have rates over 50c.

The assessed valuations vary all the way from 3 million to 3 1-4 billion dollars.

It will be found that nearly all the cities are obtaining all the money possible under the state law for the maintenance of the elementary schools. One hundred and thirty (130) districts have the tax limit of 30c for maintenance of schools, a few even having more than 30c.

III.—A Proposed Plan for Obtaining More Money for Elementary Schools.

In the report of the "Salary Committee" in December, 1928, the following statements were made:

1. Out of 2890 districts, 1541 or 53.3% have only one teacher, and 711 or 24.6% have two or three teachers. This shows that 77.9% of the districts in the state have only one, two or three teachers.

2. Fifty-three (53) of the one, two or three teacher schools paid under \$1200. Twenty-five per cent (25%) paid under \$1300, while 58% paid under \$1400.

3. Fifty-two per cent (52%) of these districts had a special tax rate of 10c or over.

On account of the low assessed valuations of a large number of these districts it was almost impossible to do anything to obtain more money to raise salaries.

4. Three hundred and twenty-seven (327) one-teacher schools, or 21.2% received less than \$1500 from state and county, while 954 or 62% received less than \$1600.

In this report it has been pointed out that 55 of the larger districts in the state pay maximum salaries under \$1700, and 130 or 83% have the limit of 30c tax for maintenance.

It is evident that since the total taxes for maintenance of schools are so high, that there must be some type of state legislation which will make more money available without increasing tax rates in those districts that are already over-burdened.

Those who have studied this problem feel that the amount given by the state must be increased so that at least \$2000 per statutory teacher be given to the elementary districts by the state and county.

This increased amount should come directly from the state by some type of severance, luxury, or other form of taxation.

However, if this can not be done, there is a method by which an equalizing fund can be

raised—so that the tax rate in the majority of counties will be lowered and about \$2000 per statutory teacher be raised by state and county.

The assessed valuation of Los Angeles county is \$3,296,558,000, while San Francisco has \$1,585,272,548, or a total of \$4,881,830,558.

The assessed valuation of the rest of the state in 56 counties is \$2,946,553,451, or a grand total of \$7,828,384,039.

It is reasonable that San Francisco with a total tax rate for maintenance, less than \$1.04, and Los Angeles County, with total rates under \$1.75, should help to raise school funds for the poorer districts in the state. All parts of the state aid in building up the wealth of these two counties. Many of the children who are educated in the rural schools and small towns of the state eventually go to the larger cities. Here they spend their lives in helping to increase the wealth and resources of these cities. In order that there may be an equalizing fund for state-wide use, the following plan is proposed:

1. The state should continue to give the amounts to each county and district as at the present time. This varies from approximately \$750 to \$900 per statutory teacher.

2. Each county should raise \$500 per statutory teacher by a general elementary tax.

3. That the state should raise by a state-wide tax in all the counties \$700 per statutory teacher and to be distributed by the state.

This would make it possible for every district, small and large, to receive from the state and county for every teacher \$1950 to \$2100.

Tables III and IV give details for every county to show how this can be done and to what extent the large majority of the counties

In the state there are 22,159 statutory teachers. In order to raise \$700 per teacher it would take \$15,565,768. It would take approximately a 20-cent state-wide tax to raise this amount of money.

Table II gives the assessed valuations of all the counties and the county elementary rates. From these data the amounts given this year by each county to elementary schools were computed. These amounts are found in Table III, column A. Column B gives the amounts from the state. Column C gives the number of statutory teachers in each county and from B and C can be computed the approximate amounts given per statutory teacher. This is given in column D.

From all the data in Tables II and III, the rates necessary to raise \$500 per statutory teacher in each county were computed. These are found in Table IV, column A. Adding the state-wide tax of 20c to column A, gives column B, which is the necessary total county elemen-

tary rate to raise \$1200 per statutory teacher.

Column C gives the increase in rates over this year. Column D gives the amounts the rates would be decreased. Column E shows the increase or decrease in funds that the proposed plan would make. Column G gives the net benefit to the counties where there would be an increase in rates.

Before drawing conclusions, it will be well to show how this would affect several counties.

In Alameda County the present rate is 35c. The proposed plan would make the rate 39c, or an increase of 4c. However, this year the county gave \$1,553,414, while the proposed plan would give \$2,009,760, or an increase of \$446,346. The increase of 4c would yield \$178,675, which means Alameda County would benefit \$267,671.

In San Mateo County the present rate is 66c. The proposed plan would make the rate 53c, or a decrease of 13c. At the same time there would be an increase of \$83,131 over the amount given by the county this year.

Fresno County would have a decrease of 2c in the rate and an increase of \$222,204 in the elementary fund.

How would it affect Los Angeles and San Francisco?

	A	B	C	E
Los Angeles .....	.115	.315	.025	-\$582,294
San Francisco.....	.05	.25	.07	-1,043,890

In Los Angeles the county rate is 29c, which means an increase of 2½c. There would be a decrease in amount received as indicated in E. It would take about 2c to raise this difference. In other words, it would cost Los Angeles County about 4½c for this equalizing fund.

In San Francisco the county rate is 18c, which means an increase of 7c. There would be a decrease in amount received as indicated in E. It would take about 7c to make up this difference. This means it would cost San Francisco 14c more for this equalizing fund. Remember that San Francisco has the lowest rate for maintenance of schools.

Conclusions:

In 32 counties the rates would be decreased as follows: 3-1c; 5-2c; 5-3c; 2-4c; 5-5c; 2-6c; 2-7c; 2-8c; 1-10c; 2-11c; 1-13c; 1-14c, and 1-20c.

In four counties there would be no difference in rates, while in 22 counties there would be an increase of 1c to 14c. However, in these 22 counties all have a net

benefit except 3—Colusa, Los Angeles and San Francisco.

In the 36 counties having decreased rates, not only are the rates lowered but also the increased amounts received vary from \$500 to \$222,000.

What would this mean to the teachers throughout the state? Since each district would receive approximately \$2000 per statutory teacher, in the one, two and three teacher schools it would be possible to have salaries from \$1450 to \$1600 without having a special tax for maintenance. In all the towns and cities, state wide, it would mean an increase in amounts from the counties, so that the special tax could be decreased, or else maintained so as to bring salaries in these places to \$1800 and more.

How this would affect a typical California town* is shown as follows:

This year this school district has 44 statutory teachers. The state and county give approximately \$880 each. Therefore, this would amount to $\$1760 \times 44$, or \$77,440. The amount from the 30c rate is approximately \$18,676, or a total of \$96,116.

Under the proposed plan, this district would get $(\$1200 + \$880) \times 44$, or \$91,520. It would take only an 8c special tax to raise enough more so that the total would be \$96,000. This means a saving of 22c on the special tax and 13c on the county rate or **35c total**.

If the state could raise by other means this additional \$700 per statutory teacher, and at the same time decrease the required amount given by counties to \$500, all the figures given in Tables III and IV would show the wonderful benefit to the people of California.

SUBMITTED BY:

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ALBERT S. COLTON, *Chairman, Oakland.*

*Selected because it has one of the highest tax rates for maintenance and operation of schools, and has an excellent school system.

Tables I and II. Salaries and Taxes

These data have been secured by questionnaires from county, district, and city superintendents, and are taken to be reasonably accurate.

(Bay Section)	No. of Teachers	Salaries		Kindergarten	Yrs. to reach Max.	ASSESSED VALUATIONS	County Rates		Special Tax Rates		Total County Tax for Main- tenance			
		Elem.	Max.				Elem.	H.S.	Elem.	Kgs.		Bldg.	H.S.	
Alameda County						\$ 446,689,877	.35	.274	.30	.11	.14	.70	\$1.874	
Alameda	129	12	\$1500	\$2825	\$1500	\$2225	25,847,776			.35	.15	.15	.75	2.024
Albany	38	3	1320	1920	1320	1920	6,000,000			.30	.15	.15	.75	1.974
Berkeley	230	30	1300	2700	1135	2367	71,704,225			.22	.02	.0	.52	1.384
Emeryville	10	1	1440	1920	1440	1920	9,000,000			.30	.15	.15	.75	1.974
Hayward	55	4	1296	1660	1296	1440	7,603,675			.30	.10	.13	.57	1.724
Livermore	20	1	1410	1740	1410	1560	3,106,000			.30	.10	.10	.75	1.874
Oakland	693	54	1380	2460	1380	2460	270,094,991			.30	.15	.15	.75	1.974
Piedmont	46	3	1500	2160	1500	2160	13,876,000			.30	.09	.12	.75	1.884
San Leandro	53	4	1500	1800	1500	1740	12,000,000			.30	.15	.15	.75	1.824
San Lorenzo	15	0	1380	1620			4,000,000			.30	.15	.15	.75	1.824
Contra Costa County								.464	.246	.30	.15	.15	.75	2.06
Antioch	23	1	1260	1700	1260	1700	93,376,310			.30	.15	.15	.75	2.06
Crockett	26	2	1440	1860	1440	1860	3,379,105			.15	.15	.15	.75	2.06
Concord	16	1	1250	1860	1250	1620	8,500,000			.15	.15	.15	.75	2.06
Pittsburg	46	2	1200	1899	1200	1899	1,500,000			.30	.15	.15	.75	1.91
Richmond	91	7	1560	2100	1560	2100	6,989,220			.30	.15	.15	.75	1.96
Walnut Creek	10	1	1320	1880	1560	1560	36,000,000			.30	.15	.15	.75	1.96
Lake County							1,206,500			.30	.15	.15	.75	1.79
Marin County							9,900,000	.41	.43	.30	.15	.15	.75	2.34
Mill Valley	18	2	1200	1620	1200	1620	27,544,480	.46	.53	.30	.15	.15	.75	2.34
San Anselmo	16	1	1320	1620	1320	1620	2,936,230			.30	.15	.15	.75	2.19
San Rafael	28	2	1500	1740	1500	1740	2,468,325			.30	.15	.15	.75	2.19
Napa County							5,500,000			.30	.15	.15	.75	2.12
Napa	36	2	1500	1660	1500	1600	21,495,630	.40	.22	.45	.06	.30	.75	2.18
San Francisco	1570	85	1400	2400	1400	2400	6,074,915	.18	.13	.254	.029	.029	.442	1.036
San Joaquin County							1,585,272,548	.18	.13	.254	.029	.029	.442	1.036
Lodi	40	2	1400	1800	1400	1800	105,570,565	.47	.22	.30	.13	.0	.75	1.87
Stockton	220	9	1620	1980	1620	1980	5,560,000			.30	.06	.03	.67	1.75
San Mateo County							41,644,035	.66	.453	.30	.15	.15	.75	2.463
Burlingame	50	3	1620	1920	1560	1740	46,972,890			.30	.15	.15	.75	2.463
Redwood City	43	3	1320	1800	1320	1800	6,000,000			.30	.15	.15	.75	2.463
San Bruno	16	1	1320	1740	1320	1740	6,225,655			.30	.15	.15	.75	2.463
South S. F.	24	1	1320	1920	1320	1860	1,177,900			.30	.15	.15	.75	2.463
Santa Clara County							3,146,630			.30	.15	.15	.75	2.463
Campbell	26	1	1260	1800	1260	1500	119,129,470	.49	.323	.30	.15	.15	.75	2.463
Gilroy	30	2	1320	1860	1320	1860	19,129,470			.30	.15	.15	.75	2.463
Palo Alto	60	5	1440	2040	1440	1800	3,600,000			.30	.10	.15	.64	2.003
Santa Clara	32	1	1450	2000	1450	2000	3,887,660			.64	.14	.0	.75	2.343
San Jose	197	11	1500	2000	1500	2000	12,297,785			.30	.07	.15	.40	1.733
Willow Glen	24	1	1300	1800	1300	1800	3,250,000			.30	.10	.15	.75	2.113
							44,000,000			.30	.10	.15	.75	2.113
							2,700,000			.30	.12	.15	.75	2.113

(Bay Section)	No. of Teachers	Elem. Kgn.	Salaries Elementary		Salaries Kindergarten		Yrs. to reach Max.	ASSESSED VALUATIONS	County Rates		Special Tax Rates			Total County Tax for Main-tenance	
			Min.	Max.	Min.	Max.			Elem.	H.S.	Elem.	Kgn.	Bldg.		H.S.
Solano County															
Vallejo	42	3	1380	1740	1380	1740	6	32,618,822	.47	.33	.30	.15	.15	.75	2.15
Sonoma County															
Petaluma	27	2	1320	1620	1320	1620	7	7,471,807	.60	.43	.30	.6	.0	.75	2.14
Santa Rosa	58	3	1300	1620	1300	1620	3	46,774,067			.30	.15	.15	.75	2.38
Stanislaus County															
Modesto	76	4	1260	1680	1260	1680	6	7,671,423	.48	.34	.29	.07	.04	.42	1.64
Oakdale	21	0	1260	1500	.....	.....	4	55,741,195			.18	.02	.5	.35	1.37
Turlock	33	0	1300	1700	.....	.....	5	3,009,825			.30				
Tuolumne County															
								8,400,780	.36	.32					
(Central Section)															
Fresno County															
Caruthers	7	0	1250	1500	.....	.....		158,822,540	.48	.33	.30		.15	.55	1.81
Coalinga	27	2	1500	2000	1500	1650	4	1,053,655							
Fresno	204	12	1320	1980	1320	1980	11	12,667,000			.30	.04	.05	.30	1.50
Fowler	15	0	1200	1500	.....	.....	7	55,544,810			.24			.75	1.80
Kingsburg	19	1	1200	1480	1200	1480	6	2,017,455			.30	.08	.15	.75	2.09
Reedley	22	1	1250	1850	1250	1500	7	1,684,445			.30	.15	.15	.63	1.89
Sanger	25	1	1200	1620	1200	1620	7	1,750,000			.45	.15	.29	.75	2.45
Selma	33	2	1260	1485	1260	1485	7	3,071,700			.30	.14	.15	.48	1.88
Tellman	11	0	1250	1500	.....	.....	3	747,000			.30		.15	.64	1.90
Kern County															
Bakersfield	145	16	1400	2000	1400	2000	10	173,005,775	.375	.13	.27	.14	.70	.62	2.235
Conley (Taft)	83	7	1500	2400	1500	2000	10	23,413,275			.30	.15	.15	.35	1.455
Delano	22	1	1400	1650	1400	1700	5	39,000,000			.30	.15	.15	.66	1.765
Midway	23	2	1600	2000	1500	2000	4	2,120,000			.30	.15	.15	.35	1.455
Wasco	22	1	1450	1800	1450	1800	5	15,000,000			.30	.15	.15	.56	1.665
Kings County															
Lemoore	22	1	1200	1500	1200	1400	4	3,819,920	.51	.28	.30	.15	.15	.61	1.90
Madera County															
Madera	35	1	1300	1420	1300	1420	2	26,289,085	.381		.30	.15	.15	.46	1.441
Mariposa County															
Merced County															
Los Banos	18	1	1320	1560	1320	1560	4	27,225,192			.30	.15	.15	.75	2.227
Tulare County															
Dinuba	24	1	1250	1500	1250	1400	3	6,123,001	.52	.68	.26	.08	.12	.68	2.09
Lindsay	37	1	1300	1660	1300	1480	7	34,994,929	.56	.317	.30	.6	.7	.75	2.13
Tulare	37	2	1200	1600	1200	1600	7	3,500,000			.30	.15	.15	.54	1.94
Visalia	49	3	1200	1550	1200	1450	6	4,000,000			.30	.15	.14	.69	2.23
(Central Coast Section)															
Monterey County															
Monterey	45	3	1300	1600	1300	1600	4	72,716,342	.46	.24	.30	.15	.15	.50	1.80
Salinas	40	2	1380	1980	1380	1680	5	3,750,000			.30			.74	2.15
								18,487,319							

	No. of Teachers	Salaries Elementary	Salaries Kindergarten	Yrs. to reach Max.	ASSESSED VALUATIONS	County Rates		Special Tax Rates		Total County Tax for Main- tenance
		Min.	Max.			Elem.	H.S.	Elem.	Kgn. Bldg.	H.S. Tenance
San Benito County										
San Luis Obispo County	30	2	1300	2825	1300	2825	11			
San Luis Obispo County	30	2	1300	2825	1300	2825	11			
Santa Cruz County	53	2	1320	1800	1320	1800	11			
Santa Cruz County	31	2	1260	1668	1260	1668	7			
Watsonville	31	2	1260	1668	1260	1668	7			
(North Coast Section)										
Del Norte County										
Humboldt County	45	3	1200	1800	1200	1800	10			
Eureka	45	3	1200	1800	1200	1800	10			
Mendocino County										
Fort Bragg	16	1	1350	1620	1350	1620	5			
Trinity County										
(Southern Section)										
Imperial County										
Brawley	50	2	1350	1600	1350	1600	5			
Calipatria	17	1	1300	1800	1300	1800	10			
Holtville	17	1	1350	1620	1350	1620	5			
Imperial	23	1	1350	1800	1150	1600	7			
Westmorland	11	0	1350	1530	.....	.....	5			
Inyo County										
Los Angeles County										
Alhambra	114	14	1350	1925	1200	1550	10			
Arcadia	25	3	1400	1850	1000	1500	9			
Artesia	18	1	1330	1800	1400	1700	7			
Azusa	45	3	1350	1800	1450	1800	8			
Baldwin Park	30	1	1300	1700	1300	1700	10			
Bellflower	40	4	1330	1840	1444	1957	10			
Beverly Hills	98	10	1470	2320	1750	2100	12			
Burbank	70	10	1400	2150	1300	1825	10			
Clearwater	27	3	1400	1900	1300	1450	8			
Compton	105	5	1350	1900	1350	1900	6			
Covina	27	3	1300	1750	1300	1500	10			
Crescenta	26	3	1377	1995	1045	1700	12			
Culver City	41	3	1400	2400	1400	1800	10			
Downey	19	1	1400	1750	1400	1750	7			
East Whittier	14	0	1350	1900	.....	.....	11			
El Segundo	28	2	1410	1910	1410	1610	9			
Garvey	47	4	1400	1750	1300	1650	8			
Glendale	300	23	1377	2090	1282	2090	11			
Glendora	19	2	1350	1700	1350	1400	7			
Grant	9	1	1300	1625	1550	.....	4			
Hudson	26	2	1300	1620	1300	1620	9			
Huntington Park	184	11	1680	2280	1800	2400	6			

(Southern Section)	No. of Teachers	Salaries		Salaries		Kindergarten		Yrs. to reach Max.	ASSESSED VALUATIONS	County Rates		Special Tax Rates			Total County Tax for Main- tenance	
		Elem.	Kgn.	Min.	Max.	Min.	Max.			Elem.	H.S.	Elem.	Kgn.	Bldg.		H.S.
Linglewood	100	1	1620	2160	1620	2160	7	18,087,835			.30	.15	.15	.75	1,794	
Lawndale	18	2	1450	1800	1450	1800	7	3,636,555			.30	.15	.15	.75	1,794	
Long Beach	365	45	1350	2350	1350	2350	10	238,606,255			.23	.08	.11	.606	1,470	
Los Angeles	4505	488	1400	2440	1400	2440	14	2,101,371,920			.28	.06	.06	.50	1,344	
Lynwood	39	3	1300	1700	1300	1700	5	6,580,885			.30	.15	.11	.716	1,720	
Manhattan Beach ..	12	1	1400	.....	1350	.....	.....	5,849,375			.30	.14	.15	.716	1,750
Monrovia	61	5	1250	1700	1000	1400	7	10,940,875			.30	.15	.15	.75	1,794	
Montebello	84	4	1300	2000	1300	2000	16	20,666,715			.30	.04	.09	.25	1,124	
Norwalk	21	1	1800	2160	1800	.....	.....	7,599,265			.30	.10	.06	.75	1,654
Pasadena	360	54	1400	3400	1400	3400	13	151,939,825			.30	.11	.15	.71	1,714	
Pomona	65	10	1200	1800	1000	1800	8	16,705,215			.30	.15	.15	.75	1,794	
Redondo Beach	52	6	1300	1900	1300	1900	8	8,687,120			.30	.15	.09	.75	1,734	
San Demas	14	1	1200	1755	1200	1575	.....	2,578,905			.30	.15	.15	.69	1,734
San Gabriel	52	5	1350	1950	1350	1950	10	9,522,720			.30	.13	.15	.69	1,714	
San Marino	20	2	1350	2200	1350	2200	.....	14,658,555			.30	.03	.9	.71	1,574
South Monica	107	15	1400	2300	1200	1600	11	70,966,335			.29	.08	.14	.71	1,664	
South Pasadena	45	6	1463	2204	997	1615	10	15,000,000			.30	.15	.12	.65	1,664	
South Santa Anita ..	15	1	1400	1750	1300	1750	5	2,619,000			.30	.15	.15	.75	1,794	
Tweedy	14	1	1400	1700	1400	1700	10	6,500,000			.30	.15	.11	.75	1,754	
Whittier	72	6	1300	1800	1200	1400	7	12,423,565			.30	.15	.15	.52	1,564	
Willow Brook	26	1	1300	1700	1600	.....	8	.....	.38	.25					
Orange County								179,460,750								
Anaheim	64	4	1200	1765	1200	1765	11	10,120,430			.30	.15	.13	.75	1,96	
Brea	24	1	1400	1900	1400	1800	8	10,000,000			.30	.15	.15			
El Modena	11	1	1200	1600	1200	1500	7	2,098,875			.30	.10	.15			
Fullerton	68	5	1300	1940	1340	1940	7	13,046,165			.30	.05	.12	.75	1,85	
Garden Grove	33	1	1250	1550	1100	1400	5	3,397,645			.30	.08	.15	.75	1,91	
La Habra	30	3	1200	1800	1200	1800	8	4,854,570			.29	.14	.14			
Newport Beach	14	1	1500	1800	1500	1700	6	5,000,000			.15	.11	.2	.75	1,66	
Orange	42	4	1300	1600	1300	1600	6	8,097,520			.30	.12	.15	.75	1,95	
Santa Ana	145	12	1200	1800	1000	1800	10	23,000,000			.30	.15	.15	.75	1,98	
Westminster	12	1	1400	1600	1200	1200	.....	1,198,000			.30	.15	.15		
Riverside County								62,354,540	.62	.35						
Beaumont	8	1	1200	1700	1200	.....	.....	2,670,486			.45	.15	.36	.75	2,68
Corona	40	3	1200	1600	1200	1600	7	6,179,030			.30	.15	.15	.75	2,32	
Hemet	20	2	1200	1400	1200	1400	5	3,400,000			.30	.15	.15	.75	2,32	
Palo Verde Valley ..	24	1	1215	1635	1215	1635	6	2,147,930			.30	.11	.15	.75	2,28	
Riverside	121	20	1200	1800	1200	1800	12	19,808,430			.30	.15	.15	.75	2,32	
San Bernardino County								83,254,875	.685	.376						
Chino	26	1	1300	1600	900	.....	3	3,739,069			.30	.15	.15	.75	2,411
Needles	14	1	1300	1600	1300	1600	6	900,000			.45	.15	.15	.75	2,561	
Ontario	74	6	1300	1690	1300	1690	6	8,106,380			.30	.15	.15	.75	2,411	
Redlands	55	6	1200	1650	1200	1650	6	10,812,100			.27	.13	.13	.75	2,341	
San Bernardino	153	12	1200	2050	1200	1900	10	19,495,890			.30	.4	.13	.73	2,361	

Table IV

- A. Approximate rates for the counties to raise \$500 per statutory teacher (elementary).
 B. Total rates to raise \$500 from counties and \$700 per statutory teacher by state-wide tax of \$.20.
 C. Increase in county rates over rates for 1929-1930.
 D. Decrease in county rates.
 E. Increase in county elementary funds—Over 1929-30 (+)
 Decrease in funds (—)
 F. Amount increased rate would give county.
 G. Net benefit.

	A	B	C	D	E	F	G
Alameda	.19	.39	.04		+\$446,346	\$178,675	\$267,671
Contra Costa	.20	.40		.06	+ 7,134		
Lake County	.22	.42	.01		+ 21,490	1,000	20,490
Marin County	.26	.46	.0	.0	+ 45,601		
Napa County	.22	.42	.02		+ 24,418	4,300	20,118
San Francisco County	.23	.43		.04	+ 74,623		
San Joaquin	.23	.43		.13	+ 83,131		
San Mateo	.26	.46		.03	+ 149,382		
Santa Clara	.25	.45		.02	+ 40,900		
Solano	.35	.55		.05	+ 105,312		
Sonoma	.27	.47		.01	+ 94,339		
Stanislaus	.34	.54		.03	+ 10,520		
Tuolumne	.87						

Would take 6½c to
make up decrease

Would take only 1c
to make up decrease

Table III

- A. Approximate amounts given by the counties for elementary schools.
 B. Amounts given by State.
 C. Number of statutory teachers (elementary).
 D. Average State amount per statutory teacher.

Data in Columns B and C were obtained from
the State Department of Education.

BAY SECTION

	A	B	C	D
Alameda	\$1,553,414	\$1,485,960.42	1,674.81	887
Contra Costa	433,266	320,501.79	367.79	873
Lake County	40,590	35,569.82	43.41	820
Marin County	126,479	122,649.87	143.37	855
Napa County	85,982	77,378.63	91.98	841
San Francisco County	2,853,490	1,363,214.66	1,508	904
San Joaquin	496,181	414,891.95	475.67	872
San Mateo	284,069	269,389.17	306	880
Santa Clara	583,734	537,045.34	610.93	880
Solano	153,308	139,225.82	161.84	860
Sonoma	280,644	271,703.36	321.63	845
Stanislaus	267,557	262,424.22	301.58	870
Tuolumne	48,084	47,597.54	57.17	867

CENTRAL SECTION

Fresno	762,348	714,514.95	820.46	870
Kern	648,771	386,182.42	445	868
Kings	134,073	132,405.45	153.02	866
Madera	103,727	100,534.63	119.13	845
Mariposa	31,839	22,644.58	28.91	783
Merced	194,411	187,251.81	216.53	864
Tulare	436,297	399,671.70	462.61	864

CENTRAL COAST SECTION

Monterey	291,057	200,063.58	236.62	845
San Benito	59,755	59,154.96	71.19	830
San Luis Obispo	151,700	133,751.50	161	830
Santa Cruz	138,421	135,255.11	158.26	854

NORTH COAST SECTION

A	B	C	D	A	B	C	D	E	F	G
Del Norte County	40,474	21,552.07	25	840	.115	.315		—	10,000	Would take 9c to make up decrease if figures are correct
Humboldt	196,426	193,211.76	230	840	.22	.42	.05	+	79,574	26,400 53,174
Mendocino	142,106	142,140.16	175	812	.35	.55	.02	+	48,000	
Trinity	18,637	19,907.84	26	760	.40	.60	.04	+	12,563	1,330 11,233

SOUTHERN SECTION

Imperial	264,598	243,778.01	280	870	.31	.51	.07	+	71,400	
Inyo	33,647	35,164.22	43	817	.20	.40	.10	+	17,953	11,215 6,738
Los Angeles	9,660,018	6,757,622.66	7,564.77	893						Would take 2c to make up decrease
Orange	681,950	471,133.68	534.32	881	.15	.35	.03	—	40,780	
Riverside	386,597	334,752.47	385.21	870	.31	.51	.11	+	75,643	
San Bernardino	570,294	535,877.06	610.79	877	.37	.57	.11	+	162,654	
San Diego	707,958	685,755.10	781	878	.17	.37	.07	+	229,242	165,190 64,052
Santa Barbara	394,633	216,647.66	250	866	.16	.36	.14	—	94,000	Would take 12c to make up decrease
Ventura	325,272	232,907.17	266.91	872	.14	.34	.04	—	5,000	

NORTHERN SECTION

Alpine County	.....	2,230.46	3	743	Amounts met by government income					
Amador	38,734	38,470.00	46.97	820	.365	.565	.035	+	17,630	
Butte	173,194	158,242.71	185	855	.26	.46	.02	+	48,806	
Calaveras	38,103	36,840.56	45.92	800	.33	.53	.01	+	17,000	
Colusa	46,000	46,574.65	55.48	839	.13	.33	.13	+	20,000	29,900 — 9,900
El Dorado	49,377	49,853.17	63.01	791	.30	.50	.04	+	26,223	4,300 21,923
Glenn	64,348	65,819.91	78.89	833	.18	.38	.095	+	30,000	21,500 8,500
Lassen	65,000	65,161.33	78	835	.28	.48	.02	+	28,000	3,000 25,000
Modoc	43,496	40,663.41	51	796	.26	.46	.01	+	17,700	1,000 16,700
Mono	13,869	9,129.39	12	760	.20	.40	.05	+	500	
Nevada	50,130	50,824.36	62	820	.50	.70	.10	+	24,270	
Placer	122,458	119,734.94	140.56	852	.35	.55	.055	+	46,214	
Plumas	.....	31,059.36	38	818	.17	.37				Special case—figured on basis of amount given by State
Sacramento	778,598	480,998.58	547.46	878	.20	.40	.20	—	121,600	Would take 9c to make up decrease
Shasta	82,892	90,896.29	115	790	.40	.60	.01	+	55,000	1,500 53,500
Sierra	10,007	10,618.08	13	816	.23	.43	.09	+	5,600	2,560 3,040
Siakiyou	141,968	135,353.12	162	830	.40	.60	.06	+	53,600	
Sutter	77,046	68,975.10	81	851	.220	.420	.0	+	20,000	
Tehama	72,230	72,296.14	87.20	831	.23	.43	.05	+	52,410	9,500 42,910
Yolo	108,116	96,674.20	113.2	855	.20	.40	.01	+	27,700	1,700 26,000
Yuba	60,821	51,986.90	63	825	.18	.38	.04	+	15,000	7,000 8,000

Table IV—Continued

	A	B	C	D	E
Los Angeles County....	.115	.315	.025	.....	—\$ 582,294
San Francisco .....	.05	.25	.07	.....	— 1,043,890

It would take approximately 2c rate to make up the difference between what they received this year from the county and what they would receive from the State and County tax under proposed plan. In other words, it would cost Los Angeles County $4\frac{1}{2}$ c for equalizing fund.

It would take approximately 7c rate to make up difference between what they received this year by 18c rate and what they would get under proposed plan. It would cost San Francisco 14c for equalizing fund. Their total now for maintenance is only \$1.03685.

ASSESSED VALUATIONS

Los Angeles County.....	\$3,296,558,010	
San Francisco	1,585,272,548	\$4,881,830,558
Six counties between 100 and 200 million:		
San Joaquin	\$105,570,565	
Santa Clara	119,129,470	
Fresno	158,822,540	
Kern	173,005,775	
Orange	179,460,750	
Sacramento	138,350,659	874,339,759
Two counties:		
Alameda	\$446,689,877	
San Diego	235,986,336	682,676,213
Forty-eight counties		1,380,537,509
TOTAL		\$7,828,384,039
Number of statutory teachers—22,159.		
In order to raise \$700 per teacher.....		\$15,511,300
State-wide tax rate of 20c, approx.....		15,656,768

A Project in Local History

DAVID RHYS JONES, *General Supervisor*
Siskiyou County Public Schools, Yreka

A PROJECT in local history was initiated in the Siskiyou County schools last November. The results of this project, to date, are summarized as follows:

A. About 150 place-names have been traced to their origins, and verified.

B. The historical materials associated with these names have been compiled. In many instances no previous attempt had been made to relate these materials to the history of California.

C. A history of Siskiyou County, for use in conjunction with the history of California in the seventh and eighth grades, is in course of preparation as a part of the county course-of-study. The origin of place-names with the related historical content will appear in alphabetical arrangement in the appendix to this local history.

D. The course of the California-Oregon Trail, of the Lava Bed Trail, and of the Scott Moun-

tain Trail, with the history of each, has been established.

E. Permanent markers, bearing suitable inscriptions, will be erected on the principal trails and on the sites of places of historical interest. In this undertaking, the federal forest service is co-operating enthusiastically.

F. The most valuable result of the project is the awakening of interest and the arousing of right emotional responses as to the indebtedness of our generation to those who bequeathed to us the rich inheritance of the Pacific Coast.

* * *

The California Association of Teachers of Deafened Adults held a notable April meeting in Pasadena. Helen Sriver is secretary of the association. Mary E. Rice of the Glendale Union Evening High School is president. The reception and banquet were in honor of Dr. Elwood A. Stevenson, state chief of the work for the deafened. There were present 22 members of the association and three guests, Dr. Stevenson, Virgil Truman of the Pasadena Junior College, and Grace Ruth Southwick, principal of the Evening Schools at Santa Barbara.

California College Songs:

St. Mary's College—Alma Mater

Words and music by Will Stevens, Jr., '30

The musical score is written for a two-part setting (Soprano and Bass) in the key of D major (one sharp) and common time (C). It consists of five systems of staves. The lyrics are: "Hail St Mary's -- Hail! Al - ma Ma- ter Hail! We'll give our all for Thee Red and the Blue! From Mor - a - ga's hills Sounds the call a - far. in de-feat or vic-tor-y It's Hail! St. Mary's Hail". The melody is simple and hymn-like, with a strong emphasis on the word "Hail".

Hail St Mary's -- Hail! Al - ma Ma-
ter Hail! We'll give our all for Thee
Red and the Blue! From Mor - a -
ga's hills Sounds the call a - far.
in de-feat or vic-tor-y It's Hail! St. Mary's Hail



Three beautiful new elementary school plants in San Francisco,—John W. Geary, Monroe, and Sherman Schools

Fifty New Schools

DR. JOSEPH MARR GWINN, Superintendent of Schools of San Francisco and President of the California Teachers Association, was recently asked for information concerning the colossal strides which that city has made in its school building program in recent years.

Dr. Gwinn points out that in the past ten years the citizens of San Francisco have erected 49 new school buildings and recently the Board of Education approved plans for a fiftieth structure.

Fifty-three per cent of the school buildings in the city have been built since the year 1920—built permanently to withstand the strain to which a public structure is subjected under constant usage.

The tremendous task of re-creating more than half of the physical properties of the San Francisco Public School system has been economically accomplished in spite of the shifting trends of the school population. With this idea, permanent buildings have been erected only in spots which are residential and as far as may now be foreseen, not subject to industrial encroachments which have changed the face of whole sections of the city in the past 25 years.

Mindful of the fact that 1930 marks the eightieth year of the birth of a public school

system in San Francisco, the reader may observe that between the seventieth and the eightieth year, the progress in erecting permanent, lasting educational structures has been greater than that made in any period of the previous seventy years.

The fifty buildings mentioned represent an investment of \$17,418,814.

The new buildings, fashioned from steel, stone and concrete, are considered among the best in the United States. These edifices of education have included in their architectural lay-outs all the refinements needed in the conduct of a modern school, but with an eye to economy in the accommodation of children as well.

This economy may be seen from figures which show that 47 (1919-1929) schools now in use are caring for 42,976 children. The estimated capacity of three schools to be opened within the next calendar year is in excess of 4500 pupils, so that from the viewpoint of pupil accommodation economy has not been sacrificed to beauty and utility. The last report of Superintendent Gwinn showed 82,438 children in attendance in the San Francisco Public Schools.

The need of continual progress in the building of public schools is shown in figures which reveal that the school population of San Francisco in the past ten years has increased by 25,440.

In reviewing the need for additional buildings in a report to the Board of Education recently, Superintendent Gwinn said:

"In spite of the shortage in buildings that



Beautiful facades and entrances are characteristic of the high aesthetic standards which prevail throughout San Francisco's fifty new schools. Above are High School of Commerce, Pacific Heights Elementary, Parkside Elementary.

presently exists the educational program is operating in a manner to provide each pupil attending with a full day's schooling. There are no pupils on part-time. There are few, if any, other cities with 500,000 population and over without some pupils on part-time. The bungalow classroom that is used as a temporary means during the time while permanent classrooms are being provided is a satisfactory classroom insofar as the facilities for the educational program are concerned. The fact that they are one story and open directly on to the yard eliminates dangers from any fire or panic hazard. All cities having a growing or shifting population have found it necessary to use the bungalow classroom. School buildings usually follow rather than precede population."

In 1919 the citizens of San Francisco owned a school plant of 74 buildings which cost \$6,883,000, and occupied sites which cost \$2,704,000. In these schools 62,147 children were taught by 1600 teachers.

Ten years later the school plant was valued at \$24,301,814 and sites, occupied and unoccupied, were valued at \$9,278,744. To these figures must be added \$1,976,108 expended for equipment, bringing the total value of all property owned by the public schools in 1929 to \$35,556,667.

The "write-off" in the wrecking of old or hazardous school buildings between 1919 and 1929 must be considered. Twenty-two old buildings, representing an investment of \$800,000, were abandoned or wrecked in the last ten years. Three other buildings costing \$226,000 were remodeled since 1919 at a cost of \$50,000, and converted to uses other than that of school buildings.

* * *

A New Home-Room Activity

MISS MARIE C. PHELAN, *Vice-Principal*
John Burroughs Junior High School, Burbank

A NEW home-room activity has been successfully worked out by B. H. Barnes, principal of John Burroughs Junior High School, Burbank.

Once each semester a luncheon is held in the school cafeteria at which each home-room dines in a merry group, with friends of the students as guests.

The luncheon is scheduled on the semester program of events for a Friday towards the middle of the term. About one week before the date set, interest is enlivened when a diagram of the cafeteria is posted and home-room teachers are requested to designate the table arrangement they wish.

Committees are selected in each home-room to supervise and prepare decorations. Plans usually carry out home-room colors or perhaps

a motif suggested by the room-name. So far the results have been very artistic and give evidence of worthwhile development of initiative and originality.

In order to eliminate duplication, the names of the guests each home-room invites are recorded in the office. Usually each group entertains about five friends—mothers, fathers, teachers, administrators, members of the Board of Education, or city officials.

A Special Time Schedule

On the day of the luncheon, periods are shortened and the lunch hour delayed, so that all classes are held before the party. Instead of everyone coming to the cafeteria at the one time, home-room groups are called as they can be served. This prevents congestion and gives the guests an opportunity to meet and talk to their hosts and hostesses in the home-room.

Students are not obliged to buy their lunch, but as everyone usually purchases at least one article, all students go through the line and then to their special places at the room-table.

The menu is published on the bulletin the day before and discussed in home-room to hasten selection and service. The cafeteria manager aims to have some surprises in the way of a new dish and any favorites that are requested.

During the first part of the luncheon the school orchestra entertains with several selections. Then the yell-leader gives each home-room an opportunity to express itself. The happy hour ends with auditorium call for a program which has been prepared by the expression class or other group.

The home-room luncheon has been a decided factor in promoting school spirit, leadership, and a group consciousness that has specific citizenship values. It has helped to create a spirit of friendliness and loyal co-operation that comes from an activity that vitally interests each individual student.

* * *

The new officers of the **California State Council of Elementary Principals** are:

President: **C. A. Pugsley**, Jefferson School, Pasadena; Vice-President: **P. C. McChesney**, Booth School, Sacramento; Secretary: **Mrs. Gertrude Hammond**, Hyde Park School, Los Angeles; Treasurer: **Lloyd Bernard**, Whittier School, Oakland; Executive Committee: **R. B. Abbott**, Heaton School, Fresno; **Mrs. D. Briggs**, Ausaymas School, Hollister; **William Briscoe**, E. Morris Cox School, Oakland.

The Council voted to hold the next annual meeting on the Friday and Saturday following Thanksgiving, in Los Angeles or Pasadena.—Sarah L. Young, Cleveland School, Oakland, secretary pro tem.

Current Legal Problems

ALFRED E. LENTZ
C. T. A. Legal Advisor

Life Diplomas and the Right to Employment

THE District Court of Appeals recently handed down its decision in the case of *Matteson v. Board of Education of Los Angeles* (61 C. A. D. 1051, — Pac. —). While the decision adds little to one's knowledge of school law, the case is extremely interesting because of the ground upon which the suit was brought, that the holder of a life diploma may, as of right, demand employment by a school district.

The plaintiff, a teacher, acted as his own attorney throughout the case and the excerpts from his arguments as quoted in the decision of the court make good reading. The plaintiff had been employed as a teacher in the Los Angeles schools from 1912 to 1919, when he was dismissed without cause. (This was prior to the enactment of the tenure law.) Ever since his discharge the plaintiff sought to be re-employed by the defendant board only to be refused.

Finally the plaintiff brought the instant suit to compel the board of education to place his name on the list of eligible teachers on the theory that a teacher possessing a life diploma is thereby empowered to compel any school district he may select to employ him. This theory the plaintiff evolved from that part of Political Code section 1696 (now School Code section 5.540) which relieves the holders of life diplomas from the duty of filing his certificate with the county superintendent of schools before teaching in the county.

The Teacher Was Wrong

It seems almost unnecessary to state that the court held against the teacher. They said most emphatically, respecting the provision of law upon which the plaintiff relied:

"Most certainly it cannot be construed as conferring the right on the holder of such a diploma to pick out any school in the state, regardless of whether or not there is a vacancy therein and demand he be there employed."

As to the powers of governing boards in the employment of teachers the court, quoting from previous decisions, said:

"It has been uniformly held in this state that, in the absence of constitutional or statutory limitation, boards of education may exercise an unlimited discretion in the employment . . . of teachers, . . ."

District Taxes

THE case of *Fall River Joint Union High School District v. Shasta Union High School District*, 61 C. A. D. 921, — Pac. —, decided by the District Court of Appeals on March 11, 1930, brought up a question of law which had not before arisen in California.

The facts were that in 1925, the Shasta County Board of Supervisors annexed the Bunker Hill Elementary District, which was then a part of the Fall River High School District, to the Rush Creek Elementary District, a part of the Shasta High School District, thus including the territory of the Bunker Hill Elementary District in the Shasta High School District. Shortly thereafter, the Superior Court of Shasta County declared the annexation to have been null and void, thus leaving the Bunker Hill Elementary District as a part of the Fall River District.

During the years 1925-1928, however, the Shasta County Board of Supervisors in levying high school district taxes, taxed the Bunker Hill territory as part of the Shasta High School District instead of taxing it as part of the Fall River High School District. During these years the taxes collected on the Bunker Hill territory and credited to the Shasta High School District amounted to \$8300.

At no time however, did it appear that the Fall River High School District suffered any deficit in its funds or that the Shasta High School District obtained any surplus funds by reason of this irregular levy and collection of taxes. The Fall River High School District suddenly became aware of what had been going on and demanded that the Shasta High School District return the \$8300. The demand was turned down and the Fall River High School District summoned legal counsel and went to court.

Quoting from the decision of the Appellate Court:

"The question really at issue is whether money received by one district, from lands apparently but not legally within its exterior boundaries, levied and collected for its uses and purposes, can be recovered by a district within whose territory the lands actually lie, where no levy has been made or taxes collected for its uses and purposes, and where both districts involved obtained exactly the amount of moneys for which their budget called, and neither district obtained or had the use of money intended for the other."

The court then held that the Fall River High School District could not recover from the Shasta High School District, holding that the cor-

rect rule of law which must govern, was the following:

"One school district may recover from another district taxes which have been levied by the former and unlawfully collected by the latter, but a school district does not become a trustee for one taxpayer of an excessive amount collected from another taxpayer, and **one school district cannot recover from another district taxes, which through a mistake as to location, have been levied by, and voluntarily paid to, the latter upon lands within the former district,** although the tax rate as extended in the former district is thereby made greater than it otherwise would have been. But the fact that one school district unlawfully levies and collects taxes on land in another school district does not prevent the latter from levying and collecting taxes on the same land (35 Cyc. 1037)."

The decision of the court appears to be very fair, inasmuch as the Fall River District suffered no loss of funds. It is true, however, that the taxpayers of the Fall River High School District paid a higher tax and those of the Shasta High School District paid a lower tax than would have been the case had the territory of Bunker Hill been taxed as part of the Fall River High School District as it should have been. But as the court said, all the taxes were voluntarily paid and the parties paying the taxes were not before the court.

Married Women and Compulsory Education

WHETHER or not marriage relieves girls otherwise subject to the compulsory education laws from compliance therewith, has been a controversial subject for some time.

The Attorney General was asked these two questions:

"1. Is the husband subject to the penalties of the school law for failure to compel his wife, a girl between the age of 16 and 18 years, to attend school?

"2. How can you compel a married female minor between the age of 16 and 18 years to obey the school law in regard to her attendance upon school, and if she refuses to attend, what can then be done about it?"

In response, the Attorney General in his opinion No. 7070 (April 2, 1930) ruled that while section 1.350 of the School Code compelled all minors, with certain exceptions, between 16 and 18 years of age to attend part-time high school classes, only the parent or guardian or other person having the control or charge of such a minor could be penalized, under School Code section 1.370, for the failure to compel his attendance thereon.

As the Attorney General points out, a girl who marries is thereby released from the control or charge of her parents or guardian but

her husband does not have "control or charge" of her so as to render him subject to the penalties of the law should he fail to compel his wife to attend school.

Thus, while the law makes such a girl between 16 and 18 years of age subject to attendance upon continuation classes, nothing can be done to enforce or compel her attendance.

* * *

C. T. A. North Coast Section

100 Per Cent Schools—April 26, 1930

DEL NORTE COUNTY: Del Norte High; Del Norte Elementary; Crescent-Elk; Lake Earl; Mill; Mountain; Pine Grove; Smith River Union.

HUMBOLDT COUNTY: High Schools—Arcata Union; Eureka Senior; Eureka Junior; Ferndale; Fortuna; Eureka City Elementary; Franklin; Jefferson; Lafayette; Lincoln; Marshall; Washington.

Elementary—Alton; Arcata; Banner; Blue Lake; Burr Creek; Cutten; Ferndale; Florence; Fortuna; Garberville; Glendale; Holmes; Klamath; Little River; Lone Star; McCann; McDairmid; McKees Mill; Mettah; Pepperwood; Scotia; Showers Pass; Trinidad; Washington; Wilder; County Superintendents Office.

MENDOCINO COUNTY: High Schools—Fort Bragg Senior; Fort Bragg Junior; Hopland; Mendocino; Point Arena; Potter Valley; Round Valley; Ukiah; Willits.

Elementary—Bonita; Bridgeport; Brush Creek; Caspar; Comptche; Cottoneva; Coyote; De Haven; East Mendocino; Fort Bragg Union; Franklin; Galloway; Garcia; Hansen; Hawley; Hearst; Hopland Union; Independence; Leggett Valley; Manchester; Mendocino; McDowell; Nashmead; Noyo; Occidental; Piercy; Pine Ridge; Point Arena; Potter Valley Union; Redwood Valley Union; Reservation; Riverside; River Union; Round Valley Union; Sawyers; Sea Side; Sherwood; Spring Grove; Two Rivers; Ukiah; Westport; Whitcomb; Willits; Woods; County Superintendents Office.

Trinity County: Burnt Ranch; Cox Bar; Douglas City; Hyampom; Island Mountain; Junction City; Lake Mountain; Lewiston; Lower Trinity; Trinity Center; County Superintendents Office.

* * *

Gleaming Rails is a good story of railroad life and adventure, by Graham M. Dean, with illustrations by Paul Cavenagh. Published by **D. Appleton and Company**, of New York; 240 pages; \$2. For boys and their teachers, this; plenty of action and stirring episode.

School Systems of C. T. A. Southern Section

100 Per Cent Membership in California Teachers Association

Imperial County

Acacia
Alamo
Bard
Calipatria
Eastside
Heber
Holtville
McCabe Union
Mt. Signal Union
Silsbee
Verde
Westmoreland
Winterhaven
Colorado
Brawley Union High
Calxico High
Central Union Hl. & Jr. Col.
Holtville Union High

Inyo County

Bishop Consolidated
Cartago
Darwin
Independence
Keeler
Lone Pine
Manzanar
Milton
North Inyo
Olancho
Owenyo
Pleasant Valley
Riverside
Round Valley
Ryan
Station
West Bishop
Halwee
Owens Valley Union High

Los Angeles County

Arcadia
Baldwin Park
Claremont
Crescenta
Culver City
El Monte
El Segundo
Garvey
Glendora
Grant
Hermosa
La Canada
Laguna
La Verne Heights
Lowell Joint
Lynwood
Manhattan Beach
Norwalk
Palos Verdes
Ranchito
Temple
West Covina

West Whittier
Downey Union High
Glendale
Glendale Union Hl. & Jr. Col.
Herbert Hoover High
Huntington Park
Inglewood
Redondo Union High
Alhambra
Beverly Hills
Burbank
Compton
Long Beach
Monrovia
Montebello
South Pasadena
Santa Monica
Whittier

Orange County

Bolsa
Buena Park
Cypress
El Modena
Fullerton
Garden Grove
Huntington Beach
Katella
La Habra
Loara
Magnolia
Orangethorpe
San Joaquin
San Juan
Savanna
Brea-Olinda Union High
Fullerton U. H. & J. C.
Garden Grove Union High
Huntington Beach U. H.
San Juan Capistrano H.
Tustin Union High
Anaheim

Riverside County

Beaumont
Cabazon
Coachella
Corona
Edom
Elsinore Union
Ferndale
Glenavon
Hyat
Lakeview
Mecca
Murrieta
Nuevo
Palo Verde Valley Union
San Timoteo
Temecula
Thermal
Val Verde
Wildomar
El Sobrante

Idyllwild
Banning Union High
Beaumont Union High
Elsinore Union High
Palo Verde Union High
Perris Union High
San Jacinto Union High

San Bernardino County

Adelanto
Alto Loma
Amboy
Apple Valley
Bagdad
Barstow
Big Bear Lake
Camp Baldy
Central
Chino
City Creek
Cucamonga
Daggett
Del Rosa
Etiwanda
Fairview
Fawnskin
Goffs
Greenleaf
Hesperia
Highland
Hinkley
Hodge
Kramer
Lake Arrowhead
Lanfair
Lucerne
Ludlow
Midway
Mill
Minneola
Barton
Bryn Mawr
Mojave
Morongo
Needles
Oak Glen
Ontario
Oro Grande
Osdick
Pass
Phelan U.
Piedmont
Pioneer
Redlands
Rialto
Summit-Crestline
Terrace U.
Todd
Trona
Warm Springs
Yermo
Yucaipa
Fenner Emergency

Cedar Pines
Victor Valley Union High
Big Bear Branch

San Diego County

Banner
Bonsall U.
Campo
Carlsbad U.
Chula Vista U.
Cla Mar
Coronado
Escondido
Green Valley
Julian Union
Libby
Lilac
Monument
National City
Oak Grove
Oceanside
Otay
Potrero
Ramona Union
Rancho Santa Fe
San Dieguito
San Felipe
San Onofre
San Pasquale Union
Santa Ysabel

San Ysidro
S. Bay Union
Twin Oaks
Warner
West Fallbrook
Borego Branch of Warner
Fallbrook Union High
Mt. Empire Union High

Santa Barbara County

Artesia
Ballard
Betteravia
Bicknell
Carpenteria Union
Casmalia
College
Cuyama
Den
Doheny
Garey
Goleta Union
Guadalupe Joint Union
Concepcion
Jalama
Lompoc Union
Los Alamos
Miguelito
Montecito
Olive
Purisima

Rice
San Julian
Santa Rita
Solvang
Suey
Wasioja
Emergency Preventorium
Carpenteria Union High
Lompoc Union High
Santa Ynez Valley U. H.

Ventura County

Avenue
Briggs Oliveland
Center
Eliseo
Hueneme
Mill
Moorpark
Mound
Ocean View
Pleasant Valley
Santa Ana
Santa Paula
Saticoy
Temascal Jt.
Torrey
Yerba Buena
Moorpark Union High
Ventura City

(Continued on Page 72)

Children of the Desert

I AM enclosing three little poems from two small girls who live in the middle of the Mojave desert, at Daggett. The poem, *A Desert Shower*, was written in about an hour's time and while I was present at the school. It was while Daggett was having one of its very rare storms.—FRED W. CLOONEY, Assistant Superintendent of Schools, San Bernardino.

A Desert Shower

NELLIE TARBET, age 10, Grade 4

THE sky was gray and the clouds were thick,

As they hung over a desert town.
The rain came pit-a-pat-a-pit-a-pat,
And the wind blew all around.
Everything was dark and dreary,
And more gloomy every hour.
And the clouds up in the dark sky,
Threatened any time to shower.
First there came a patter,
As the rain came to the ground.
And then a little louder,
As the rain came pouring down.
It turned into a blizzard,
As it poured down from the sky,
But now it has passed over,
And the sun shines way on high.

Little Violet

MILDRED TARBET, age 13 years

TIMID little violet
Lift your dainty head
From the dry leaves and the grass
That has been your bed.
Warm sun shines above you
Cool breezes fan your brow
Dainty little violet,
Harken to me now.
Robin sings his sweetest song
Lovely melodies
Waken little flower, arise
Jack Frost cannot freeze.
So the violet lifts her head
Hastens to arise
And we find her in the woods
Bluer than the skies.

The Desert

MILDRED TARBET

MOUNTAINS blended with the horizon
Roads a ribbon sheer and white
Sage and cacti stretching onward,
Sun, an orb of dazzling white.

Wind as hot as from a furnace
Miles of sand dunes brightly beam
Mirage lakes in distant valleys
In deceiving beauty gleam.

Boys Athletics in Junior High Schools

R. H. McCLINTIC, Teacher

Woodrow Wilson Junior High School, San Jose



HE physically-fit boy needs vigorous and developmental activity. Basketball, baseball, and speedball give this vigorous practice. It is therefore essential that junior high school athletic sponsors aim at "wide participation of the largest numbers of boys possible," and "every boy in school on some kind of a team during the year." As in the regular physical education program the objectives are "recreation, efficiency in varied activity, opportunity for leadership, training in team play, and co-operation and the development of sportsmanship."

Under a group of well-trained and experienced sponsors a good program has been developed in each of the junior high schools in San Jose. As it should be, the emphasis is on an intramural program, based largely upon these more popular sports, speedball, basketball and playground ball.

Each school is organized within itself for an extensive noon league. This league is composed of home room teams, managed by students, and supervised by physical instructors. An association of umpires, referees, timekeepers, doorkeepers, etc., take care of the officiating and the minor details of the games.

The noon games continue throughout the year, changing from one sport to another as the

seasonal and special interests demand. These sports usually culminate in a championship series for each grade. As each home room has a team, and a team often requires all of the available boys, the per cent of participation runs very high. At least 80 per cent of the boys above the low seventh grade are participants some time during the year.

In addition to this noon league there are many activities carried on after school; some intramural and some interscholastic. During basketball season there are class and weight teams. Baseball season brings out class and grade teams in playground ball and also hard baseball teams. Following several weeks of track practice a running carnival in the spring ends the year's activities.

All undernourished boys (because of recent illness or accidents, too rapid growth, or possibly from poor health habits) join a nutrition group, have their school cafeteria lunch selected according to vitamin value by an expert nutritionist, and then rest for a half-hour in a steamer-chair upon an open upstairs deck adjoining the library. During the physical education hour they rest again or have light exercises—playing horseshoes—according to advice from the physician or nurse. They have instruction in proper food and health habits for one hour each week.

Eternal Seventeen

NANCY YERKES, *Los Angeles High School*

FOREVER fresh, forever free,
Forever just the youth of me—
To hope, to believe, to dare, to win,
When all is clearly good or sin—
You are the Dawn; what boots the Day!
The flowers will ever bloom in May.
Years come, years go; let hair turn snow;
What odds these looks, when all men know
A man's as old as he does feel,
And he does feel as heart is weal.
Forever fresh, forever free,
Forever just the heart of me—
Now heart is hope, and hope is life,
And so I slip the world of strife,
And ride along a spring-time stream
With you, Eternal Seventeen.

Thomas B. Price, former superintendent of Mariposa County schools, resigned his position in January and is now a representative of the **C. F. Weber & Company at Los Angeles**. He is making his home in Glendale.

At a recent meeting of the Mariposa County Teachers Association, he was presented with a beautiful black onyx double fountain-pen desk-set, in appreciation of the high esteem in which he is held by his teachers.

Mr. Price has made a splendid record, particularly in the establishment of rural supervision, in the improvement of the rural course-of-study, and in the professional advancement of rural schools. He made a praiseworthy record in the observance of Public Schools Week in his county. His successor is Mrs. Lottie J. Wegener, an accomplished lady with a pleasing personality.

Mr. Price's many friends throughout the state will wish him all success in his business career.

* * *

Chowchilla Union High School is to have a new \$35,000 gymnasium. The bids have been opened.



School Books and Others

Teachers are invited to contribute brief notes concerning school books or other literature that has been especially helpful to them in their work or their leisure.

New Winston Silent Readers

W. CAIRNS HARPER, Pacific Coast representative of the John C. Winston Company, calls attention to the remarkable New Silent Readers, recently published by that firm.

These three books (Book IV, Facts and Fancies; Book V, Whys and Wherefores; Book VI, Scouting Through) are well printed, illustrated in colors, and handsomely bound. They teach the pupils how to study; the material is 100 per cent original; every type of silent reading is included; and the grading is carefully tested.

The authors are Drs. William Dodge Lewis and Albert Lindsey Rowland, of Pennsylvania. The illustrations are by Florence and Margaret Hoopes.

These books present an integrated plan for presenting paragraph study, the outline, the summary, self-checking, and activities. There is growth, not only within the individual books, but also through the series. The books for the seventh and eighth grades are nearing completion. They will continue the unified plan presented in the books already published.

These readers present a co-ordinated plan for teaching pupils to study. They are designed to be read from the first to last page serialim. A speed test appears near the beginning, near the middle, and near the end of each book. Without formal organization that will give the tedious effect of a long series of units of a similar nature, intimately related selections are grouped together. There is a growth in the difficulty of selections from beginning to end of each book. Stories are interspersed among factual units to add to the interest.

The Fourth Grade Book is 78c; Fifth Grade Book is 82c; Sixth Grade Book is 84c.

• • •

The **American Book Company** has recently issued a new printing of the **New Industrial Readers** by Frank G. Carpenter. The titles are *How The World Is Housed*, *How The World Is Fed* and *How The World Is Clothed*. The price is 96 cents each.

These new and up-to-date readers belong to a series which presents the great industries of the world in a fascinating and graphic manner. The author conducts the pupils on imaginary trips over the globe, investigating the sources of their food and clothing, their transportation, manufacture, and importance in commerce. Trade routes and centers of particular industries are visited and the pupil's interest is engaged through this method of direct contact and personal investigation.

A Handbook for Counselors

WITH the co-operation of the State Department of Education, a committee, with Mrs. J. A. Sanderson of the Santa Cruz High School as chairman, is gathering material that will be used in the preparation of a **Handbook for Counselors**.

It is believed that whatever is produced by this committee will be of definite and practical value, not only to counselors but to principals, vice-principals, deans, and classroom teachers.

The committee is addressing a communication to a selected number of representative schools. Individuals contributing to the success of this project will receive public and grateful acknowledgment.

• • •

Public Schools v. Delinquent Youth

"PUBLIC Schools versus Delinquent Youth" is a 250 page book written by **L. J. Vanden Bergh, LL.B., J.D.**, author of "Trail of the Pigmies," and member of the Department of Attendance, Los Angeles City Schools.

The volume has an interesting foreword by Honorable Vierling Kersey, Superintendent of Public Instruction, and is published at Los Angeles by the **Clark Publishing Company**.

• • •

Better Citizenship, a textbook in community civics, by Ella Cannon Lewis (principal and instructor in civics in the Calhoun School, New York City) is published by **Harcourt, Brace and Company**, of Chicago and New York; 600 pages; \$1.72. There are many illustrations; a good unit-plan; vital pupil activities; and generous treatment of such themes as vocational civics, farm problems, and foreign relations.

• • •

Along the Shore is a charming pocket-volume, written and illustrated by Eva L. Butler and published by **The John Day Company** of New York. It describes the common plants and animals of the seashore, with methods for collecting and preserving them. It is simply written, for nature-lovers of all ages; \$1.25.

• • •

The Nervous System and Its Conservation by Percy G. Stiles, assistant professor of physiology in Harvard University, is a valuable book for teachers and students. This is the third edition, revised; published by **W. B. Saunders Company**, of Philadelphia. Professor Stiles writes entertainingly and authentically.

The Deenie Men by Jo McMahon is a charming little book of fairy tales; **With Morgan as the Main** by C. M. Bennett is a dashing pirate yarn of the Spanish main. Both are published by **E. P. Dutton and Company**, 286 Fourth Avenue, New York City, who issue many beautiful and valuable books for children and young people.

* * *

I Spend the Summer by James S. Tippet, illustrated by Elizabeth T. Wolcott. Published by **Harper and Brothers**, 63 pages, price 75 cents. Every youngster revels in the preparations for summer vacationing, and enjoys even the uncomfortable features of the journey.

The author has the faculty for seeing things that interest small boys and girls from their viewpoint. We feel that this little book of refreshingly different verses is, perhaps, the most appealing of any he has written. It is a companion volume to those two popular books, **I Live In a City** and **I Go A-Traveling**.

* * *

A Little Book of Necessary Ballads, compiled by Wilhelmina Harper; illustrated by Helen B. Evers; published by **Harper and Brothers**. Price \$1; 86 pages. A companion volume to the popular "Little Book of Necessary Nonsense." This new volume contains a representative collection of the most famous ballads of literature, with special emphasis on those that would appeal to younger readers.

There are several of the legendary ballads, others of more recent date, and a few "American ballads." The illustrations have caught the spirit and technique of the ballad, and yet show an originality of imaginative interpretation that lends unusual distinction.

* * *

Meddlers: Uplifting Moral Uplifters, by H. I. Brock, is published by **Ives Washburn**, New York City. 330 pages; \$4.00. A biting analysis of reforms and reformers; good tonic for California school-people; provocative, but not to be taken too seriously by those seriously engaged in the genuine improvement of life and living conditions.

* * *

The Earth for Sam, by W. Maxwell Reed, is a gorgeous story of prehistoric life on this planet, written for young people (ages 10-16). A fine account of primitive life, with 250 photographs and many line drawings. Highly recommended for California school libraries. Published by **Harcourt Brace and Company**, 383 Madison Avenue, New York City; 400 pages.

* * *

The Life Story of Birds by Eric Fitch Daglish (published by **William Morrow and Company**, 386 Fourth Avenue, New York City) is a wonderful children's book, created by a man who is a naturalist, artist and capable writer; 250 pages; \$3.

* * *

Good Times for All Times is a cyclopedia of entertainment, for home, church, school and community, by Nina B. Lamkin, illustrated by Minerva M. Wagner and published by **Samuel French**, 811 West 7th Street, Los Angeles. It is a complete and satisfactory compendium of games and plays. 400 pages; \$4.

The Sea, by H. A. Marmer (assistant chief, division of tides and currents, U. S. Coast and Geodetic Survey), is an authoritative treatise of 325 pages, with 45 illustrations, published by **D. Appleton and Company**, New York City. It is one of their "New World of Science" series, edited by Watson Davis. Marmer has written a worthy volume upon the science and romance of the sea. (\$3.00)

* * *

Among recent books for young people published by **D. Appleton and Company** (35 West 32d Street, New York City), are: "Even Sara," by Gladys Blake, and "Carol of Crawford High" by Earl Reed Silvers. These are good, wholesome stories of adventure and youth. \$2 each.

* * *

The Meaning of Culture, by John Cowper Powys, is a thoughtful volume of 285 pages, published by **W. W. Norton and Company**, 70 Fifth Avenue, New York City. Of this notable book Will Durant has said: "He offers a guide to happiness. I have taken an almost sinful pleasure from every page."

* * *

Social psychology of international conduct is presented by Dr. George Malcolm Stratton (professor of psychology in the University of California) in a thoughtful and distinguished volume of 400 pages, published by **D. Appleton and Company**, 35 West 32d Street, New York City; \$3.00.

* * *

A library edition of the **Silent Reading Hour** has been issued by the **Wheeler Publishing Company**, Chicago, in three charming illustrated volumes,—**Happy Days**, **True Stories**, **Adventure Stories**.

* * *

Boys Book of Exploration, stories of the exploration of the world, by J. Harris Gable (with charts by the author; profusely illustrated) is published by **E. P. Dutton and Company**, 286 Fourth Avenue, New York City; 500 pages, \$5.00. A glorious book of adventure.

* * *

Junior Literature is a series of four books (literary readers for junior high schools) by Dr. Walter L. Harvey, formerly president of Teachers College, New York City. Each volume comprises 300 pages of literary masterpieces. The publishers are **Longmans, Green and Company**, of Chicago.

* * *

The Jawbreakers Alphabet, by Eunice and Janet Tietjens, illustrated by Herman Post, (published by Albert and Charles Boni, New York City, \$3.50) is a quaint and vivid way of revealing to young people the plant and animal life of early geological times. It is delightfully painless popularized paleontology.

* * *

Pal, the story of an Airedale, by Alexandra C. Jenkins (illustrated by Kurt Wiese) is published by **D. Appleton and Company** of New York. It is a mighty good dog story, for children and for adults. \$1.50.

Amateur Games and Sports

A review by Miss Claire Colestock, Assistant Director of Physical Education, Pasadena City Schools.

THE Amateur Spirit in Scholastic Games and Sports", by Dr. Frederick Rand Rogers, director of health and physical education division, New York State Education Department¹, presents a gigantic problem that challenges all who are concerned with the growth and education of modern youth. The problem: Shall the vital interest and active participation of thousands of boys and girls in a sport-program in colleges, universities, and high schools throughout the country be made to yield the highest attainable ideals and standards in character-development and sportsmanship?

In Part I, "Player Freedom with Responsibility—Prerequisites to Amateurism", the author defines "General Regulation Number One" which is a rule agreed upon and adopted by the "Central Committee of the New York State Public High School Athletic Association which formulates and administers eligibility rules and state tournaments for the high schools of New York State".

"General Regulation Number One" gives "to school boy athletes the rights and privileges of playing their own games unhampered by the interference of adults." As Dr. Rogers states "under the new adjustment the activity becomes a game by, for, and of the boys, rather than between the coaches, forced by tradition and public opinion to use boys as pawns for the amusement of a more or less hysterical crowd".

The Regulation prevents side-line coaching by not allowing the coaches of either team to have contact with the players after the game is started. The exception to the rule is that a coach or representative may order the withdrawal of any contestant at any time for any reason. The contestant may not return to the same contest.

The application of the "General Regulation" to football is a specific application which meets a recognized need in a particular field. The principle underlying the "Regulation", which places the responsibility of playing the game upon the players, is in accordance with the modern educational theory of **pupil activity and participation under guidance**. The author makes it clear that only in so far as the doctrine of

"Freedom with Responsibility" is applied both in play and work programs of students will such obvious values result as the "power and habit of making choices, increased power of initiative, increased self respect, greater courage in meeting unsupported, new and unexpected situations, and all values, in fact, which men of affairs in modern life desire greatly to have the school develop".

That Dr. Rogers does not stand alone in his support and belief in the efficacy of the practical application of these principles is shown by the enthusiastic endorsement in the content of the text of the "General Regulation" by such nationally recognized leaders in the field of general education and in the field of physical education as: Dr. George F. Arps, dean of college of education, Ohio State University; Professor E. L. Thorndike, Columbia University; Professor Arthur I. Gates, Columbia University; Professor Lewis M. Terman, Stanford University; Dr. W. H. Kilpatrick, Teachers College, Columbia; Dr. Henry W. Holmes, dean of graduate school of education, Harvard; Dr. Jesse Feiring Williams, Teachers College, Columbia; State Directors of Physical Education—California, Delaware, Connecticut, Florida, Massachusetts, Minnesota, Missouri, Pennsylvania, Ohio, Michigan, and West Virginia.

Nation-wide Endorsement

Dr. Rogers will no doubt gain adherents to the cause of sane competition both among the friends and enemies of "General Regulation Number One". He presents the problem, from the point-of-view of a sympathetic participant from within the ranks of the sinners, rather than a critical and unerring observer from without. In the chapter on "Criticism and Rejoinder" he exhibits an intimate acquaintanceship with the current practices in coaching.

He states and answers with clarity and definite information the criticisms and arguments of the opponents to the Regulation. This chapter would seem to set forth to both converted and unconverted the tremendous desirability of raising standards of sport and sport management. In this chapter might be made the application of the quotation given by the author from George Washington as a prelude to Chapter I. "Let us raise a standard to which the wise and just may repair. The event is in the hands of God."

The significant message in "The Amateur Spirit" is contained in Part II, "The Amateur Spirit-Points-of-View". In the chapter on Fair Play, Dr. Rogers says "Fair Play includes at least three definite qualities, 'honesty, courtesy and justice of which perhaps the most difficult to appreciate and practice is justice'".

He makes the point that a sport to function

(1) Published by C. F. Williams & Son, 36 Beaver Avenue, Albany, New York.

properly as "Fair Play" should give opportunity for both expression and development, on the part of all participants, of these qualities. That the author is not loath to give credit where credit is due, is shown by this statement: "Flagrantly dishonest practices which were once quite common now seldom occur; exchanges of at least the more obvious courtesies are the rule rather than the exception; and the grosser inequalities between competing teams are not so common as they once were."

A Long Road Ahead

However, we must agree with the author that "much remains to be done". It does happen at times that the practice of real courtesy ceases soon after the whistle blows. A great deal of enjoyment can be secured from the author's description of an enthusiastic and intelligent group of alumnae, friends, etc., of higher education cheering a victorious team for any one or all of the following:

1. Having been fed on a superior diet.
2. Having won the victory on an inopportune bounce of the ball.
3. Having practiced longer hours.
4. Being possessed of more brute strength and muscle.
5. Having been trained by the superior brain of a superior coach.

There is no objection to cheering and enthusiastic yells of the mob as healthful activities and a means of self expression for the mob. The question is raised: do hysteria and the mob enthusiasm of the bleachers result in development of character and high ideals of sportsmanship either for the participants in the game or for the student body spectators!

The keynote of the challenge to education in the book is given in the chapter on Victory. The author leaves no room for doubt as to his definition of "true victory and right principles". The following summary of the point of view on Victory is a masterpiece both in thought and expression and should serve to stimulate the thinking of all who have to do with the training of young people:

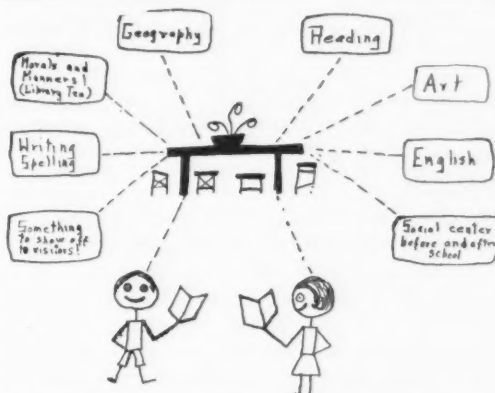
"Victories over nature are significant and may be causes for rejoicing as, for example, the elimination of a disease, a triumph over the elements, or the lengthening of life. True victories over the lower expressions of human nature are significant too, as a triumph of courage over fear, and forgetting oneself in a higher endeavor (Charles Lindbergh provides a classic example of this type of victory), or sublimating one's own

selfish motives to other motives of a more social character.

"True victories of right principles are worthy of rejoicing, too, but there must be assurance that the principles are right principles. Probably the victory of justice over injustice, of freedom over slavery, and of culture over mechanism are worthy of praise.

"Victory over other persons, however, has but little positive human significance at best, and should never be boasted over or made the subject of an emotional outburst. In its mildest form it merely indicates differences in powers between individuals. In its worst form a victory of one individual or group over another is a method of mutual destruction and finally leads to the passing of the race. Players should always strive for efficiency in practice and give their all in games, but it is a prime duty of their coaches to teach them that no apparent victory over a human being can be counted a personal triumph. The only human triumphs worth celebrating are over the forces of nature, including, each for himself, human nature. The more completely do coaches imbue their pupils with these ideals and desires the better for both sport, humanity and the coaches themselves."

The book is inspirational in content, scholarly and artistic in presentation, scientific and sound in argument. It combines sound psychological principles of learning with ethical standards of the highest type and presents a convincing philosophy of education. Because the author suggests a practical means of applying this philosophy and these principles, not only to a sport program, but to the more general educational program as well, the book could advantageously be placed on **required** reading lists both in courses in education and physical education for administrators, principals and for all teachers.



A child's poster, showing the relation of the classroom book-table to the school program in a Bakersfield school.

America's Wings

HAZEL G. LONG

South Pasadena Senior High School

I LOVE to teach! I would I loved it not!
 Times come when shop-girl I might be
 Or priestess high in quiet library,
 Or, bonneted and smocked, might delve in
 garden plot;
 But all of these call not to me,
 Explain me why—not one of these
 Must bring work home or carry heavily
 Strange loads of care which naught may ease
 Save Vision!

And yet: to ope' a life just half a-bloom,
 And soul's poetic help set free—
 This were no task, no prison, tomb,
 'Tis fitting wings of gossamer on America-to-be!

* * *

Radio Education

BEATRICE SAWYER ROSSELL

American Library Association

RADIO education and its future possibilities for adult students will be discussed at the American Library Association conferences to be held in Los Angeles, June 23-28. A feature of the program will be a talk by Levering Tyson, field representative of the American Association for Adult Education, who has been making a six months' survey of educational broadcasts for adults.

Leading educators have been keenly interested in experiments in radio education conducted during the last few years. Following responses which showed that 100,000 pupils in 22 states listened regularly to programs offered by the Ohio School of the Air in 1928, the Department of Superintendence of the National Education Association in 1929 requested that the federal government appoint a committee to study the possibilities of education by radio.

Ray Lyman Wilbur, secretary of the interior, appointed the desired committee, headed by William John Cooper, commissioner of education, and composed of 14 distinguished educators and leaders in radio broadcasting. At a committee meeting in December a \$10,000,000 university of the air was proposed, but its establishment was considered premature by heads of national broadcasting companies, who suggested instead a federal division for education by radio. Following the meeting, Secretary Wilbur pro-

posed further investigation and experimentation by radio corporations, philanthropists and educational institutions.

A valuable feature of educational broadcasting has been the preparation of book lists or reading courses for listeners who wish to know more about a subject in which the broadcast has interested them. Two such book lists were prepared by the American Library Association this year for the American School of the Air and the voters' programs of the National League of Women Voters.

Correspondence courses, for which college credit is granted, have been combined with radio lectures in the "Trojan Air College" offered by the University of Southern California over KEJK.

More than a score of California institutions and organizations now offer educational broadcasts. In its Rural School News Letter, No. 84, issued last February, the U. S. Office of Education drew attention to the California School of the Air, presented by stations KFI and KPO, which now offer courses in vocational guidance each Monday from 2:30 p. m. to 3 p. m. The comment was made: "The California plan of utilizing the radio to supplement its educational program seems to have peculiar promise for rural schools. . . . But a radio program can hope to be successful in a rural school . . . only when radio experts and educational authorities work hand in hand, and when careful planning and experimentation precede every phase of the development."

A new undertaking in California, which will be watched with interest, is that of the Pacific-Western Broadcasting Federation, a non-commercial, non-partisan, non-sectarian organization incorporated for the specific purpose of establishing a genuine university of the air.

The Federation, financed by philanthropists, has been granted the privilege of constructing two transmitters, one for national service, and the other for international relay service. Its mechanical facilities will be as powerful as any in existence. Although the amount of work and the many problems connected with an undertaking of such magnitude make it impossible to say definitely when the first programs will be broadcast, it is hoped to launch the radio university the first of next year.

* * *

Drama teachers will be interested in "Make-Up," a manual for the use of actors, by John F. Balrd; published by Samuel French, of Los Angeles and London. 160 pages; illustrated; \$1.50.



Scene on grounds of the California School of Arts and Crafts, Oakland

On this campus, from June 30 to August 8, the California School of Arts and Crafts will conduct its 24th annual Summer Session. There will be thirty interesting courses in drawing, painting, design, the crafts, art appreciation, and methods of teaching art. The faculty will number some twenty highly trained art and craft specialists, including Glenn A. Wessels, just returned from two years advanced study with Hofmann of Munich.

Write today for summer catalog E-5

F. H. MEYER, Director

California School of Arts and Crafts

Broadway at College Avenue, Oakland, California

A Rural Conference

A SIGNIFICANT educational meeting was recently held at Chico under the auspices of the State Teachers College and State Department of Education. The conference included county superintendents, county boards of education and rural supervisors.

The following counties were represented: Modoc, Lassen, Siskiyou, Colusa, Sutter, Yuba, Placer, Shasta, Tehama, Butte, Glenn, Yolo, Nevada, Lake, and El Dorado.

Helen Heffernan, chief, division of rural education, State Department of Education, outlined the four major questions:

1. Would economy of time and effort, improvement of courses of study, increased teaching efficiency and a reduction in retardation result from **uniformity of curriculum** in these northern California counties in which such conditions as mobility of pupil population, school organization and equipment are similar?
2. Would a uniform **program of measurement** in which counties would give standard tests at the same time and compile resultant data in a comparable form provide a measure for the effectiveness of the curriculum and a basis for a scientific supervisory program?
3. Would a program leading to a **modern child accounting system** result in a better adaptation of instruction to child needs and a better articulation with secondary education?
4. What is the present status of the county board of education examination for the certification of teachers.

Teacher Participation Paramount

The importance of teacher participation in course of study making was strongly emphasized. In order that the utmost teacher activity under expert guidance could be secured, the representatives agreed to organize regular extension courses in each county on the specific problem undertaken and secure instructors from Chico State Teachers College or other teacher training institutions to direct the projects.

A clearing house and editing committee was organized to consist of R. C. Merrill, H. M. Bell and A. G. Rinn of the Chico State Teachers College, two members of the Northern Section, California Rural Supervisors Association, and one member to be selected by each county board of education. Miss Heffernan was appointed chairman of the committee. The committee was given power to act in organizing the proposed curriculum studies.

In regard to the problem of county board examinations for the certification of teachers the consensus of opinion was embodied in the following resolution:

"Whereas conditions no longer obtain that existed when provision was made whereby candidates for certificates might qualify for teaching in the public schools of the state

by examinations conducted by county boards of education, and

"Whereas the best interests of the schools of the state are served through professionally trained teachers and adequate provision for such training has been provided by the state,

"Be It Resolved that this conference recommend that the practice of certificating teachers through county examinations be discouraged and be reduced to the least possible minimum and that legal provision relating thereto be modified in such a way as to delegate this power to the State Board of Education."

The nature of the conference was essentially democratic. The ideal was to enlist the activity of everyone concerned in the education of children to the end that a course of study might be developed representing forward looking professional practice and adapted to the conditions in the area concerned. It is believed that the experiment of inter-county curriculum co-operation will stimulate general interest.

* * *

A California School Code

Sent in by E. E. HOUGH, Principal
Teilman One School, Fresno

TEILMAN ONE School has adopted a school code which has been solely made up by the pupils. Very few schools in California have such a code or creed. Curs follows:

We, the pupils of Teilman One, believe in working for high ideals that make for clean living. We believe in fair play in the classroom and on the playground. We stand for those things that will make us good, clean, strong, healthy citizens.

Believing in these ideals, we have adopted, or taken, the following as our school code for Teilman One:

Honesty, obedience, courtesy, truthfulness, kindness, reverence, cleanliness, self-control, industry, and sportsmanship.

These ideals were adopted from time to time in the school assemblies. One week one room will present something for the code and at another time some other room will offer an ideal. The pupils of the school are very proud to say that they are presenting and adopting their own school code for Teilman One.—PAUL DARTER, Pupil of Teilman School.

* * *

The Modern Library (Books that have something to say to the modern mind) comprises several hundred volumes,—representative works by modern authors of the first rank, and great classics of all times. They are well printed and bound, and sell for 75 cents a copy. California teachers of literature, English, and related subjects will find this new library to be of practical service.

NEW CARPENTER BOOKS

Journey Club Series

The Foods We Eat (3-5).....	.72
The Clothes We Wear (3-5).....	.76
The Houses We Live In (3-5).....	.80
The Ways We Travel (3-5).....	.92
Ourselves and Our City (4-6).....	.92

New Industrial Readers

How the World Is Fed (6-8).....	.96
How the World Is Clothed (6-8).....	.96
How the World Is Housed (6-8).....	.96

QUESTION—*When you think geographical readers, what name comes up?*

ANSWER—*Carpenter.*

If you have any hesitancy in answering this question, please consult us promptly. Better consult us, anyway, and we will confirm your belief in the continued superiority of the Carpenter books. They are truly in a class by themselves.



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Just what is the objective in Junior Business Training? Where does the emphasis belong?

In GENERAL BUSINESS SCIENCE, by JONES and BERTSCHI
the authors build their philosophy on the premise that

All boys and girls are CONSUMERS and CITIZENS
and that some of them will be paid WORKERS.

General Business Science

gives all the necessary training for jobs on the junior level of employment, and in addition, opens up the whole field of business for exploration and develops the subject in accordance with Junior High School objectives.

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Metamorphosis

MARIAN ASPEN
Baldwin Park

ALL winter long winds swept the desert floor,
Cold, grey and bare,
Tumbling the weeds into barriers, huge, unkempt.
Grey were the hills till turned to molten gold
By sunsets' glows.
Nothing alive save Joshua trees
Whose long, grotesque arms stretched toward azure skies
Some as in agony, some as in prayer to gods on high
For needed rain. . . .
This morning 'cross the desert land I saw a miracle
Splashes of gold, of purple, sunset hues,
As if some giant artist, ready for his work
Had squeezed those colors there as on a palate.
With soft green splotches dappled in between,
And here were buttercups, and lupine blue
As mountain lakes.
Even the hills were painted,
Purple shadows, orchid, tender green
Against the turquoise sky
But stranger sight the Joshua's arms
Held snowy offerings toward Heaven
Who'd answered their supplications.
Was it perchance a fairy kind
Who touched our desert land with magic wand?
Or Nature's way of reproducing kind?
Something within 'me gazing at such beauty
feels 'tis something more.
A gift of love divine.

* * *

For Parents and Teachers

TEACHERS or mothers who have not already made the acquaintance of *The Parents' Bookshelf*, a ten-page reading-list designed as a guide to the new literature on child training, may secure a sample copy by sending 10 cents in stamps to the American Library Association, 520 N. Michigan Avenue, Chicago. Prepared in co-operation with the National Congress of Parents and Teachers, the folder suggests books which translate the results of scientific research into everyday terms.

Under classifications such as training of parents, mental, social and physical development, work, play, and good manners, are listed from five to twelve books, each characterized by a few comments. Pamphlets which can be obtained free or at nominal cost are also mentioned. Another feature is a page devoted to the grouping of books to form basic libraries for clubs or study classes at expenditures ranging from \$5 to \$25.

Recent School Bond Issues

For previous digest of issues, see *Sierra Educational News*, February, 1930, page 51.

Alameda County

Hayward—Special election February 18 on a \$75,000 bond issue, to provide additions and improvements on the Hayward grammar schools. They include a 6 room addition to the Bret Harte school; a 4-room addition to the Burbank school; a new auditorium for the John Muir school; and many minor alterations and improvements at each of the school buildings.—**Earl G. Gridley**, Secretary C. T. A. Bay Section.

Colusa County

Grimes—Bond election carried for an issue of \$45,000 for a new grammar school.—**Earl G. Gridley**, secretary C. T. A. Bay Section.

Williams—Special election carried on an issue of \$105,000 for a new grammar school building.—**E. G. Gridley**, secretary C. T. A. Bay Section.

Fresno County

Bullard—Plans to vote \$25,000 for the purpose of enlarging the school building and plants.—**C. W. Edwards**, county superintendent of schools, Fresno.

Imperial County

Brawley School District—Bond issue of \$60,000 carried March 28 to construct a 4-room addition and a 6-room building for the elementary schools.—**Dean S. Richmond**, district superintendent.

Mendocino County

Mendocino City—Bond election carried March 3; \$18,500 for new elementary school, L-type redwood building; 5 classrooms, each with cloak-room and small supply-room; rest room; library; and principal's office; tank-tower to provide water-pressure for fire protection.—**Clarence W. Nicks**, principal, Mendocino.

Orange County

La Habra Elementary District—Bond issue of \$62,000 voted March 11, for new or additional class rooms, cafeteria, kindergarten-assembly, and alterations to take care of increase in attendance.—**E. R. Berry**, district superintendent.

Santa Barbara County

Santa Barbara School District—Bond election carried March 28 for \$350,000, for two elementary schools and two additions to present buildings.

Santa Barbara High School District—Bond election carried March 28, for \$600,000 for a new junior high school.—**E. C. Dengate**, clerk.

When Making Your Book Orders

YOU may not have the publishers' address conveniently at hand when you want it. To conserve some of your time the Sierra Educational News has compiled a list of the names and addresses of school-book publishers who want to sell their books to the California schools.

When preparing your requisitions have this list on your desk so you will get the correct name of the publisher and his proper address. This will save

you time and also the time of those who place the orders.

The list is of advertisers in the Sierra Educational News in 1929-30. Further details of their publications may be obtained by consulting their advertisements in the magazine—or write to the Sierra Educational News for desired information.

**Whenever possible buy from the firms who advertise in your magazine
--the Sierra Educational News.**

Directory of School Book Publishers, 1929-30

American Book Co.	121 Second St., San Francisco
D. Appleton & Co.	149 New Montgomery St., San Francisco
A. S. Barnes & Co.	67 West 44th St., New York City
Milton Bradley Co.	554 Mission St., San Francisco
Century Co.	353 Fourth Ave., New York City
Classroom Teacher	950 Monadnock Bldg., San Francisco
F. E. Compton & Co.	280 Battery St., San Francisco
Denoyer-Geppert Co.	Drawer B, So. Berkeley
Denoyer-Geppert Co.	Box 635 Arcade Station, Los Angeles
Dodd, Mead & Co.	449 Fourth Ave., New York City
Samuel French	811 West 7th St., Los Angeles
Ginn & Co.	45 Second St., San Francisco
Globe Book Company	149 New Montgomery St., San Francisco
Gregg Publishing Co.	Phelan Bldg., San Francisco
Ruth Crocker Hoffman	460 Grand Ave., Riverside
Houghton Mifflin Co.	612 Howard St., San Francisco
Iroquois Publishing Co., Inc.	Syracuse, N. Y.
J. B. Lippincott Co.	1249 So. Wabash Avenue, Chicago
Little, Brown & Co.	149 New Montgomery St., San Francisco
Macmillan Co.	350 Mission St., San Francisco
G. & C. Merriam Co.	Springfield, Massachusetts
Newson & Co.	2500 Prairie Ave., Chicago
A. J. Nystrom & Co.	45 Second St., San Francisco
F. A. Owen Publishing Co.	554 Mission St., San Francisco
G. P. Putnam's Sons	2 West 45th St., New York City
Rand McNally & Co.	559 Mission St., San Francisco
Row, Peterson & Co.	149 New Montgomery St., San Francisco
Charles Scribner's Sons	230 Post St., San Francisco
Scott, Foresman & Co.	149 New Montgomery St., San Francisco
Teachers Co-operative Center	432 Sutter St., San Francisco
Technical Book Co.	525 Market St., San Francisco
Harr Wagner Publishing Co.	609 Mission St., San Francisco
C. F. Weber & Company	650 Second St., San Francisco
John Wiley & Sons, Inc.	525 Market St., San Francisco
John C. Winston Co.	149 New Montgomery St., San Francisco
World Book Co.	149 New Montgomery St., San Francisco

C. T. A. Honorary Life Members

Herewith are presented brief biographical sketches and portraits of distinguished men and women who have been elected to Honorary Life Membership in the California Teachers Association.

Dr. Dorsey of Los Angeles

MRS. SUSAN M. DORSEY was born at Penn Yan, New York, February 16, 1857; daughter of James and Hannah (Benedict) Miller; A. B., Vassar, 1877; LL.D., University of Southern California, 1920; Pomona College, 1925; Occidental College, 1927; married P. W. Dorsey, of Penn Yan, June, 1881.

Teacher Wilson College, Chambersburg, Pa., 1877-78; Vassar College 1878-81; with Los Angeles High School, as teacher; head of classical department and vice principal, 1896-1913; as-



Susan M. Dorsey

sistant superintendent of schools, Los Angeles, 1913-20; superintendent, January 1920-29; now professor at Pomona College.

Member of the National Education Association, California Teachers Association, Vassar Alumnae Association, Phi Beta Kappa, Republican. Baptist. Clubs: Women's University, Women's Athletic (Los Angeles).

Has given special attention to vocational problems of boys and girls, also to character training. Home: 1506 Arapahoe Street, Los Angeles.—From Who's Who in America.

Honorable Will C. Wood

BORN at Elmira, Solano County, California, December 10, 1880. Entered a little one-room country school in Vaca Valley in 1886 and got his elementary education in one and two-room schools, which resulted in a wholesome appreciation of both the merits and demerits of this pioneer American educational institution. Graduated from Elmira High School in 1898 and Vacaville High School in 1900.

Began his career of public service as United States Census Marshal in his home township in June, 1900, earning just \$100.80 at this work—a fund which made it possible to enter Stanford University in September, 1900. Was President of his class during second semester of his Freshman year.

Began teaching at Manka's Corners in Suisun Valley in August, 1901, with salary at the rate of \$70 a month for a nine months school year. Promoted to the principalship of Fairfield Grammar School January, 1902. Served as a member of the Solano County Board of Education 1905-07.

Elected to the principalship of the Wilson School, Alameda, in February, 1906, serving there until January 1, 1909, when he became City Superintendent of Schools in Alameda. Secretary of California Teachers Association 1908-09.

Studied at University of California 1906-09. Attended summer session University of Michigan 1913. Appointed Commissioner of Secondary Schools to take office January 1, 1914, serving until 1919. Elected Superintendent of Public Instruction 1918; re-elected 1922 and 1926.

He inaugurated the high school principals convention; promoted the efforts of high school principals to form the California Interscholastic Federation; drafted the first junior college law in 1915 and revised and enlarged the law in 1919; obtained the original junior college fund by sponsoring legislation setting aside receipts from Federal oil land leases for junior college purposes; drafted and sponsored the first law providing for intermediate or junior high schools; drafted and sponsored the bill for free high school textbooks; aided Council of Education in successive revisions of the teachers retirement salary law; made original suggestion of Constitutional Amendment 16, relating to school funds, co-operated with Superintendent Keppel and E. Morris Cox in drafting the amendment and wrote the official argument in favor thereof to be sent to voters; assisted in drafting legislation for the apportionment of funds raised under Amendment 16, and was most active in all movements and legislation looking toward the improvement of the schools

and child welfare. Will Wood and John Swett have been California's two most notable State Superintendents of Public Instruction.

Lecturer in education Teachers College, Columbia University, summer 1917; at Stanford University, summers of 1920 and 1921; at University of Southern California 1922. Awarded degree of Master of Arts *pro merito* by Univer-

of education my warm appreciation for the honor and express to them my continued deep interest in California education and especially in the teachers of the state and their splendid organization.

I look back upon my association with the school people of California as one of the happiest periods of my life, a period during which I had not only expressions of loyalty, in what I was seeking to accomplish, but also the active co-operation of school administrators and officials.

It was a pleasure to work for a program, because I realized that I had behind me so many loyal workers. I do not know just how I can best serve education and the teachers of California in the future, but I assure you and the C. T. A. that I am always at their service.

With best wishes, I am Very sincerely.—Will C. Wood, State Superintendent of Banks.

* * *

Elisabeth Sherman of Oakland

ELISABETH MITCHELL SHERMAN is a Californian by birth, home ties, and training.

Her father, William Sherman, arrived in San Francisco in August, 1849. He became interested in the public schools and as President of the Board of Education worked for the establishment of the first high school in that city.

In December, 1869, the family moved to Oakland, where Miss Sherman received her education, graduating from the Oakland High School in May, 1878. A few years were spent at the San Francisco Art School under Virgil Will-



Will C. Wood

sity of Southern California in 1919. During term as Superintendent of Public Instruction, he gave educational lectures in 32 states and territories.

President National Council of State Department of Education 1919-20. Life member of National Education Association and California Teachers Association. Member Stanford Chapter of Phi Delta Kappa. Joint author, Wood, Cooper and Rice, "America's Message." State Superintendent of Banks 1927 to date.

Second Vice-President National Association of Supervisors of State Banks 1929-30. Chairman Executive Committee and member of Board of Governors of Commonwealth Club of California, 1930. Made extended trip to South America 1929-30.

* * *

ON my return from South America I found your letter of January 31 informing me that I had been elected to honorary life membership in the California Teachers Association and given certificate No. 1.

I cannot tell you how deeply I appreciate this exceptional honor. Please convey to the council



Elisabeth M. Sherman

iams, and in private study of art with William Keith.

The death of her father made it necessary for her to become a wage earner, and she began her work as a teacher in the ungraded school of Covina, Los Angeles County. In November, 1884, she resigned to accept a position in the Lafayette School in Oakland. Twenty-four years of service were given there, broken by a year's study and travel in Europe.

Following, came the appointment as supervisor of grammar grades in the Oakland Public Schools. These three years of work were broken by a trip around the world.

In 1913 she became the principal of Dewey School, and left in 1916 for the same position in the Jefferson School. This she held until she retired in July, 1928.

Faith in Teachers Organizations

Miss Sherman is a strong and consistent believer in teachers organizations, and was an active worker in all those to which she was entitled to belong. She was secretary of the original committee of retirement for the teachers of Alameda, Berkeley, and Oakland, which was organized in 1898 and existed until July 1913, when the California State Pension Act became a law.

The Oakland Teachers Association, Principals Club, Administrative Women, California Teachers Association, Council of Education, and National Education Association found her always at work with heart and energy to further their ideals and working plans, for the uplift and ultimate good of those enrolled in her great profession.

She was elected by the teachers of the Oakland Public Schools to represent them as one of their delegates at the meeting of the National Education Association held in 1913 at Minneapolis, and later at annual meetings in other cities.

She also was elected as a member of the Council of Education from the Bay section. This service was broken for several years by sickness, but ended with her retirement in 1928.

Miss Sherman has always been a loyal member of the California Teachers Association, and feels deeply the honor now given her by that body.

* * *

Fred M. Hunter, Formerly of Oakland

HUNTER, FREDERICK MAURICE, Chancellor, University of Denver. Born in Savannah, Mo., March 24, 1879; graduate from High School, Blue Rapids, Kan., 1895.

University of Nebraska, A. B. 1905 (Phi Beta Kappa). Member of Intercollegiate Debating Teams, 1902-03; football, 1902-04; Columbia University, A. M. 1919; University of California, Ed. D. 1924.

Married Emma Estelle Schreiber, Omaha, 1907. Children, Arthur Francis and Maurice Harold.

Superintendent of town schools, Nebraska, 1905-11; Professor of Agricultural Education,



Fred M. Hunter

University of Nebraska, 1911-12; Superintendent of City Schools, Lincoln, Nebraska, 1912-17; Superintendent of Schools, Oakland, California, 1917-28; Chancellor University of Denver, 1928.

Lecturer summer sessions, Teachers College, Columbia University, 1918-19; lecturer inter-session and summer sessions, University of California, 1923-24-25; lecturer summer session, Stanford University, 1927; President of N. E. A. 1920-21.

Member Board of Directors, California State Teachers Association, 1923-27; member of Curriculum Commission, State Department of Education, California, 1927; N. E. A., chairman Committee of 100 on Teacher Tenure, 1923-28; author, "Teacher Tenure Legislation in the United States," 1924; hobbies, football and duck shooting.

* * *

YOU may be sure I greatly appreciated receiving your kind letter containing the Honorary Life Membership certificate.

I cherish this membership very highly, but still more the memory of the wonderful contacts with yourself and all the school people of California.

Kindly remember me with every good wish to President Gwinn and all members of the Board. I am Cordially yours.—**Frederick M. Hunter**, Chancellor, University of Denver.

John William Linscott

MY dear Mr. Cloud:

The gift¹ accompanied by the kind words of good fellowship, was appreciated more than mere words can express. It will be treasured until the sunset glow grows dim.

I wish that I could meet once more with the few old co-laborers that are left and greet the new men and women who are carrying on the great work.

Thanking you all, I am

Sincerely,

J. W. LINSCOTT.

Santa Cruz.

HE was born on a rock farm in Jefferson Township, Lincoln County, Maine, May 7, 1848, and was named for his grandfathers, John Weeks and William Linscott, two sturdy pioneers of that section. His parents were fairly well educated. They were true and upright citizens and worthy of the esteem in which they were held.

He was educated in the common schools, high schools, and academies of that day. At Water-



John W. Linscott

ville Classical Institute he prepared for the sophomore year of what is now Colby University, but on account of ill health was prevented from entering.

He taught his first school before reaching his sixteenth year. This school was situated on the

island of Islesboro, in Penobscot River. The wages were forty dollars a month; big pay for those days. He taught several terms in the schools near his home, attending school between terms.

In March he left home for the far-off California, by way of the Isthmus of Panama, and arrived in San Francisco March 29, 1869. Two weeks later he began teaching a rural school, two miles east of Watsonville.

In 1872 he was elected principal of the Watsonville schools, which position he held for eighteen years. In 1882 he was elected county superintendant of schools. During the first four years of his incumbency, he remained principal at Watsonville.

In 1890, he moved to Santa Cruz, and in 1902, he resigned as county superintendent to become city superintendent of the schools of Santa Cruz. He resigned in 1922, and the board of education elected him Superintendent Emeritus. He is still active in school work.

Recently, the board of education of Watsonville designated one of its fine new school buildings as the "J. W. Linscott Primary School."

He married Emma Scott of Watsonville in 1890, and eight children, six boys and two girls, have blessed the union. Six of the children are living.

He was Grand Master of the Odd Fellows of California in 1904 and 1905, and served many years as trustee of the Free Library. In the social and church life of the community, he has ever been an earnest participant. He was one-time President of the California Teachers Association.

* * *

Arthur Henry Chamberlain

Note: Data from Who's Who in America

ARTHUR HENRY CHAMBERLAIN, educator and publisher; grad. Cook Co. (Ill.) Normal Sch., 1892; Throop Poly. Inst., Pasadena, Calif., 1896; diplomas, Leipzig, Germany, and Naas, Sweden, 1899; Master's Diploma, Teachers Coll. (Columbia), 1903; B.S., Columbia, 1903, A. M., 1904; grad. student, U. of Calif., 1910-11.

Dir. of Dept., 1896-1900, prof. edn. and prin. Normal Sch., 1900-09, dir. summer session, 1900-04, dean, 1903-09, acting pres. 1907-08, Throop Poly. Inst. Instr. summer session U. of Calif., 1911.

Dept. pres., 1903-05, 1915-18, 19, state dir. for Calif., 1905-07, 15, 19, treas., exec. com. and dir., 1907-10, N.E.A.; chairman Nat. Committee on Thrift Education; mem. Co. Bd. of Edn. (Los Angeles, Calif.), 1910-12; state com. Nat. Soc. of Promotion of Industrial Edn.; mem. Nat. Council Edn.; Pres. Assn. of Secys. of State Teachers Assns.; Pres. Edu. Press Assn. of Am. 1923-27; Pres. Bd. of Directors, League of Western Writers. Independent Republican. Universalist. Woodman. Mason (32° Shriner). Clubs: Twilight, Commonwealth.

Author: Educational Hand Work Manuals, 2 vols., 1901, 1905; Bibliography of the Manual Arts, 1902, 1911; The Conditions and Tendencies

(1) Honorary Life Membership in the California Teachers Association.

of Technical Education in Germany, 1908; Standards in Education, with some consideration of Their Relation to Industrial Training, 1908; N. America (with James Franklin Chamberlain, 1911; Europe, 1912; Asia, 1913; South America, 1913; Africa, 1914; Australia and Islands, 1915.

The Growth of Responsibility and Enlargement of Power of the City School Superintendent, 1913; Ideals and Democracy, 1913; Thrift



Arthur Henry Chamberlain

and Conservation (with James Franklin Chamberlain), 1919. Editor Thrift Text Series.

Mng. editor Sierra Educational News and sec. Calif. Teachers Assn. and Calif. Council 1912-28. Edn. contr. to mags.; lecturer on tech. and ednl. topics. Ednl. dir. Am. Soc. for Thrift. Chief of occupational direction. Army Ednl. Corps, A.E.F., 1919. Secy. Calif. Assn. for Edu. in Thrift and Conservation; Publisher and Editor, Overland Monthly. Home: Pasadena, Office: Phelan Bldg., San Francisco.

President McLane of Fresno

C. L. McLANE, President of the California State Board of Education, was born in northeastern Missouri, 1862. Attended public schools in Missouri.

Attended Scotland County, Missouri, Seminary. High School, Cantril, Iowa. B. S. degree Valparaiso University, 1887. Graduate study. University of California, University of Chicago and Harvard University.

Taught in public schools of Iowa and Missouri. Principal Elementary Schools, Fresno, 1891-93. Principal High School, Virginia City,

Nevada, 1893-96. Principal High School, Fresno, 1896-99.

City Superintendent of Fresno, 1899-1913. President Fresno State Teachers College, 1911-1927. President State Board of Education, 1927.

President Nevada State Teachers Association, 1895. President Central California Teachers Association, 1907. President California Teachers Association, 1911-13. Attorney-at-Law, Missouri and California. Organized first California Junior College in 1910, at Fresno.

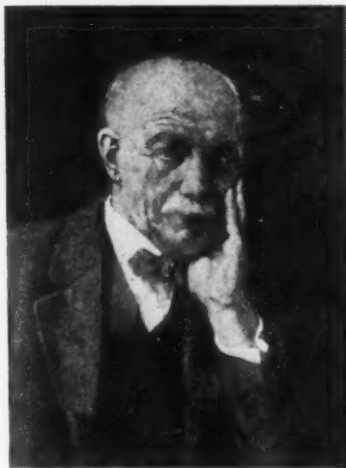


C. L. McLane

Richard Faulkner of San Francisco

IN October 1928, when the Board of Directors elected me an Honorary Life Member of the California Teachers Association, I called upon Secretary Cloud and expressed my appreciation of the honor conferred upon me.

My record on broad lines follows: I was born in Irvington, Washington County, Illinois, August 27, 1858. I graduated from the University of Illinois in June 1877. I taught the school year of 1877-78 in my native state. I came to California in 1878 and I taught in the interior of the state 1878-88. I was elected vice-principal of the Lincoln Grammar School, San Francisco in October 1888. My service in San Francisco was continuous from that date until my retirement from the principalship of the Horace Mann Junior High School in June 1928.



Richard D. Faulkner

The eighth grade class of **Miss Eulah Fowles**, elementary school teacher at Hollister, has written and produced under her direction a delightful one-act play entitled "Watch Me Change." It is hoped that it may be published this fall and be made available to other schools.

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THE Harr Wagner Publishing Company call to your attention that they have just published the first Geography of Southern California for school purposes. Dr. H. W. Fairbanks in his "Southern California, the Land and Its People," has done a fascinating study of the home conditions of the Southern part of the State for pupils in the fourth or fifth grades. List price of this book is \$1.50.

IN the new Edition of California History by Harr Wagner and Mark Keppel we have a book revised down to May, 1929, beautifully printed and bound, with many new illustrations and much added material and data brought up to date. This book is being adopted in many places for use in the sixth grade, where the study of California History has been taken out of the Junior High School. List price of this new edition is \$1.50.

JUNIOR High School Science by Mae Johnson Corwin and Walling Corwin—the most outstanding book of the past year for an introductory or discovery course in science—has been adopted for the Seventh Grade in both Oakland and Richmond, California, and for supplementary use has been purchased in quantity by San Francisco, San Diego, Coronado, Glendale, Los Angeles; Bath, Ohio; Perth Amboy, N. J., and other places. List price of this book is \$1.60.

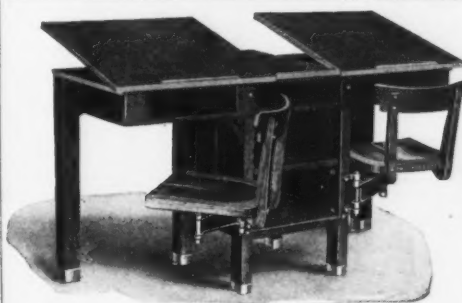
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IN Arithmetic, published September 1st, we submit for your approval "Practice Problems" by R. W. Camper, Rural Supervisor of Glenn County. Net \$0.80. Supplemental problems in Arithmetic for the sixth, seventh and eighth grades.

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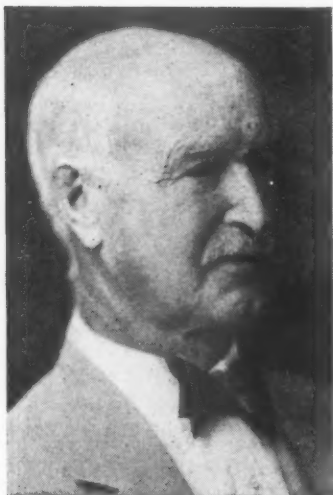
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Arthur Newhall Wheelock

Mary M. Fitzgerald

MY connection with the San Francisco Public Schools began with enrollment as a pupil in the receiving class. Passing rapidly through the grades and high school, it was later my great happiness to graduate from the State Normal School at the head of the class.

The San Francisco Public School Department at that time held competitive examinations to fill vacancies for teaching positions. In the next one following my graduation from the State Normal School, I was "Number One" with a record of 98 per cent and was placed immediately. Since then I have acquired upon examination given by the San Francisco Board of Examination a high school certificate; also a special secondary certificate in music, and later a special secondary certificate in school administration.

For ten years prior to the disaster of 1906, I was secretary of the San Francisco Teachers Club and served concurrently as the elected secretary of the State Teachers Association until its incorporation as the California Teachers Association in 1908. Hence the honor of life membership in the California Teachers Association.

My experience has been as grade teacher; vice principal of the San Francisco Normal School until it was taken over by the State and placed under the direction of Dr. Frederic Burk; vice principal of the Denman Grammar School for girls and, after the earthquake, acting principal; principal of the Parental School, now known as the Ethan Allen School; then principal of the John Swett Grammar School, where for more than 16 years my life was full of the joy of accomplishment.

My interest in work relating to the welfare of teachers, women, and children is best shown in the following list of societies of which I have the honor to be past president: San Francisco Teachers Mutual Aid Society, Girls High School Alumnae, John Swett Mothers' Club, Juvenile Protective Association, Kate Kennedy School Women's Club, State Federation of School Women's Clubs, and California Bay Section of the National Education Council of Administrative Women in Education.

In 1911, during the great campaign for woman suffrage, under the leadership of Mrs. Lillian Harris Coffin I served as one of the vice presidents of the Women's Equal Suffrage League; also, under the leadership of Miss Anita M. Whitney,

A. N. Wheelock of Riverside

ARTHUR NEWHALL WHEELOCK born December 17, 1853, Wakefield, Mass.; educated through eighth grade in the public schools of Wakefield.

In 1868 the family moved to a farm in Barre, Vermont. In the fall of 1870 he entered Barre Academy, a private fitting school, from which he graduated in 1873 and entered the University of Vermont that fall.

His first teaching experience was in the winter of 1873-74, in a Vermont winter "district" school. The experiences of that winter were trying and a solemn vow was registered that never again would he officiate as teacher. However, 1876, found him obliged to try teaching again. He taught most of that year and fell back one year in his college work. He graduated in 1878 A. B. Phi Beta Kappa. Honorary A. M. was given in 1881.

He took the position of vice principal at Barre Academy in the fall of 1878. On the death of the principal in 1880 he was made principal till 1882. He then resigned to accept appointment as instructor in History at the Mass. Institute of Technology.

Owing to health he resigned in 1888 to enter lumber business in Maine, but remained only a year when he moved to Salt Lake City, Utah. During the year in Utah he gave attention to mining. In 1890 he went to Riverside, California, as an orange grower. He accepted appointment as teacher of history in the Riverside High School in January 1898. In 1902 he was made supervising principal and in 1907 City Superintendent of Schools. This position he held till his resignation, effective June 30, 1928.

Married, first, August 1880, Barre, Vt.; second, June 1887, Presque Isle, Maine; four children, two boys and two girls, all married; nine grandchildren to date.

as one of the vice presidents of the College Equal Suffrage League.

Professionally I have the honor to serve as Deputy Superintendent of San Francisco Public Schools to which position the San Francisco Board of Education appointed me December 22, 1925, upon the recommendation of Dr. Joseph Marr Gwinn, Superintendent of San Francisco Public Schools.



Mary M. Fitzgerald

San Diego Teachers Credit Union

W. P. DUNLEVY, prominent San Diego schoolman and active for many years in the C. T. A. and other California educational organizations, is president of the San Diego Teachers Credit Union. This Union, organized during the past school year, reports that it pays 6 per cent interest on membership funds and dividends on shares as earned.

Its advantages over those offered by local banks, aside from the all-important credit element, lie in the fact that it will accept membership funds and pay 6 per cent for the same, demanding no minimum deposit amount as in the case of the banks.

Some of the San Diego teachers are taking advantage of this and drawing interest on their withdrawable funds, and at the same time escaping the penalties for all withdrawals reducing their funds below \$100.

As seen by those who have thus far availed themselves of the advantages offered by the San Diego Teachers Credit Union, the local organization will save the teachers money in banking charges, will pay them interest on funds, and afford a sure banking credit, devoid of all embarrassment.

Further than this, it will produce a class consciousness and independence and develop on the part of the teachers, a desire to handle upwards of \$2,000,000 yearly for their own benefit.

The officers of the San Diego Teachers Credit Union are **W. P. Dunlevy**, president; **Pete W. Ross**, vice-president; and **T. A. Walton**, secretary-treasurer.

* * *

School Trustees of Kern County Organize

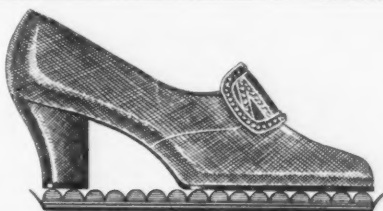
AT the annual all-day meeting of the school trustees of Kern County held on Saturday, April 26, 1930, in Bakersfield, the forming of an association of school trustees started something which may prove to be historic, and which may begin a movement that other counties will be glad to take up.

The object of this association of trustees is to form a closer unit of interest between the various school districts of the county and to work for the best interests of the children of Kern County and of the State of California.

Warren Stockton of the district attorney's office, and trustee of the Standard school district, was elected president of the new association. J. M. McIntosh of the Beardsley school district was elected vice-president and Dr. William B. Smith of the Kernville school district was elected secretary.

Six trustees from various districts of the county were elected to form a board of directors to act with the above officers. These men were: E. Dickerson of Tehachapi, William Reuter of Mountain View, M. J. Richert of Pond, E. McFarland of Elk Hills, L. E. McNitt of El Tejon, and Arch Beckus of Wasco.

A specific objective of the association is the solution of the problem of better education for the pupils in the rural one-teacher schools whose taxable funds and assets are not sufficient to make it possible to carry on an educational program such as is found in the more thickly populated communities.—Warren Stockton, President Trustees Association, Kern County, Oildale.



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California Schools at Work

(Continued from Page 20)

modern one with all of the latest equipment. A big navy airplane was in the school yard as a model for the activities of the boys in their shop. Their teacher, Charles E. Line, was giving instruction along aeronautical lines. The site of the Oceanside school is one to command attention. It is situated on a hillside and has a fine outlook over the ocean. A wide green lawn extends from the street back to the building.

At **Huntington Beach**, in Orange County, we visited one of the elementary schools presided over by Superintendent C. B. Baldwin. This school is equipped with one of the finest radio outfits that it has been my fortune to see. In the office is a switchboard through which radio programs may be broadcasted to any or all of the 76 rooms of the district. There is also a broadcasting device in connection with it which makes it one of the most complete and up-to-date outfits that can be installed.

AT the high school we talked over affairs with Principal M. G. Jones who has brought the Huntington Beach high school from a small institution to be one of the large secondary schools of the state. Mr. Jones was on the eve of a departure for Northern California to interview applicants for teaching positions.

It seemed to me that his method of procedure is one which could well be followed by a number of principals of the state. In order that applicants may not be required to make the long

and expensive trip to his section, he had arranged to meet several candidates in each of three sections of California and expected to make his selection of teachers in this way.

One of the very trying experiences of teachers who are looking for positions is the necessity of spending time and money in going from place to place to visit principals in the hope that they may secure positions. If more principals would follow Mr. Jones' plan it would materially help the welfare of all teachers.

Mr. Jones spent all of last year at Columbia University where he took courses. His vice-principal, Sidney H. Davidson, was in charge of the school during his absence. Mr. Davidson has just been elected principal of a new high school which will be erected at Costa Mesa, Orange County. A new school costing in the neighborhood of \$250,000 will be erected and although plans had not yet been approved the school authorities hope to be able to occupy the new building by October 1. Mr. Davidson's place as vice-principal will be filled by Raymond M. Elliott who has been at Huntington Beach for a number of years.

Southern California Communities

Tuesday was spent in consultation with a number of committees of Los Angeles teachers where many phases of Association activity were discussed.

On Wednesday morning Mr. Thurston and I started on a trip which took us through Orange,

Riverside and part of San Bernardino counties. Our first visit on the way was at **Covina**, where we visited with Superintendent Ben S. Millikan. Mr. Millikan is superintendent of a high school and the elementary districts which comprise his union high school district.

His school has long been noted as one which has the ability to win athletic contests in fine clean games. The Masonic Home of California is located near Covina and all of the larger boys and girls from this institution are students in his school. The cafeteria is especially well arranged and provides a splendid luncheon for the students who come from a distance.

Brea, in Orange County, was the next school visited. The union high school here is under the direction of C. O. Harvey. Brea is in the heart of the oil district and derricks can be seen in every direction.

Fullerton was next on our calling list. Our visit with Louis Plummer was pleasant. He has charge of both the secondary school and the junior college. His district is rich and has provided most of the buildings through special funds. A wonderfully fine big auditorium costing in the neighborhood of \$250,000 is just being completed.

The people in his section are certainly wise in paying for their buildings without bonding the future. The interior decorations and the lighting fixtures will make this auditorium very attractive. A big pipe organ is being installed and should give pleasure and inspiration to the students for years to come.

This institution as part of its activity has a branch of one of the big Los Angeles banks. In this school activity children are not only taught to save but are given full instruction in banking and business procedure. They deposit their money in the school bank, draw on it by check, and if the money is in the savings department it draws interest.

The elementary schools of the city are under the supervision of R. E. Green. Mr. Green has a school system which will compare favorably with any in the state.

Fullerton is a rapidly growing city and the census which was completed on the day we arrived showed a population of just three more than its nearest neighbor, Anaheim. With as large communities as these two, it is rather surprising that the number of residents are so nearly the same. The Anaheim people were unkind enough to say that the extra three were gained by counting three dead people in the morgue in Fullerton the day the count was completed.

Anaheim, which lies just a few miles distant, has an excellent school system under the direction of M. A. Gauer. Mr. Gauer is well known to all of the school people through his activity while a delegate to the different National Education Association meetings which he regularly attends. He is a young man of unusual vigor and has the happy faculty of remembering people wherever he sees them.

Our stop for the evening was at **Santa Ana**. The next day we visited the high school and junior college which are under the direction of D. K. Hammond. Mr. Hammond has a big school system which he conducts in an easy and effective

SUMMER SESSION

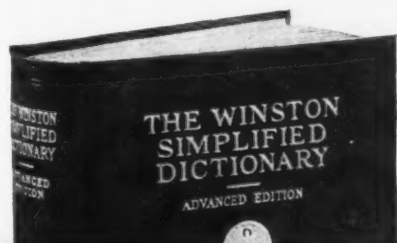
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tive way. The pupils of the school were particularly happy at the time of our arrival as a perpetual trophy given by the Los Angeles Express had just arrived showing the prowess of the track team of Santa Ana High. The physical education work is under the supervision of Gerald A. Oliver, a West Point graduate who has trained his students to run fast, jump far and throw the weights and discus with force and precision.

The Heart of the Orange Belt

Santa Ana, Anaheim and Fullerton are in the heart of the orange belt of California. At this time of the year travel through these sections is beautiful as every road and highway is flanked by orange groves or magnificent groves of walnuts.

J. A. Cranston, superintendent of schools, talked to us of his plans and expectations. Mr. Cranston has been superintendent of Santa Ana for over twenty years and has successfully guided the district from a small rural community to a large and thriving city. He has the confidence and esteem of all his people and as he is vigorous and enthusiastic, it is hoped he will continue to manage affairs for years to come.

AFTER leaving Santa Ana we drove directly to Corona, Riverside County, where the last period of the morning, the noon hour and the first period of the afternoon were spent with Superintendent Glen D. Wight and his corps of teachers. At the first period of the afternoon we talked to the students of the high school and endeavored to develop their imaginations.

California Congress of Parents and Teachers

At 3 o'clock we arrived at Riverside where the big Parent-Teacher Association Convention was in session. Two hours were spent there visiting Superintendent Ira Landis, Mr. Wood, city and county librarian, and County Superintendent E. E. Smith's official family. Mr. Landis has now been in his position as superintendent of the schools of the city for two years and has demonstrated his ability as an educational leader. His experience in California has been as elementary principal, county superintendent, deputy superintendent and city superintendent of schools, all of which experience has been in Riverside County. The excellence of his system reflects his work.

Mr. Wood conducts the state library school. Each year teachers from all over California avail themselves of the opportunity of learning library methods and securing university credits.

Superintendent Smith's chief deputy, Mrs. Garth, has served during the administrations of four county superintendents, Edward Hyatt, Raymond Cree, Ira Landis, and Mr. Smith.

At Redlands that evening Mr. Thurston and I talked to the Redlands Teachers Association. There are in the neighborhood of 120 teachers in the Redlands schools which are presided over by Henry G. Clement. They are a live, wide awake group and informed on practically all school problems. S. A. Skinner of the Redlands City Teachers Club presided at the dinner meeting. Reports were given showing the financial affairs of the club to be in excellent condition. Herbert A. Woodruff talked on tenure and T. H. Johnston



Mrs. Robert C. Cardiff, Santa Cruz
Retiring President, California



Mrs. Hugh Bradford
Nominated for the National Presidency,
Congress of Parents and Teachers.



Mrs. W. A. Price, San Diego
Newly-elected State President

gave a wonderfully fine report on teachers' salaries. Both of these reports were made after a considerable amount of study had been given to them and brought facts to light which were of great value to all of the teachers.

The next morning found us again in Riverside where I addressed the convention of the California Congress of Parents-Teachers. Legislative changes particularly regarding new sources of revenue were discussed for three-quarters of an hour after which the members of the convention passed resolutions urging legislation to take care of the matters discussed. The program for the meeting at Riverside had been prepared by Mrs. Robert C. Cardiff of Santa Cruz, president of the Association. Mrs. Cardiff was unusually successful in securing lecturers who could give the 1800 delegates advice, information and inspiration which they could take back to their respective districts.

AT the conclusion of the Friday program Mrs. Hugh Bradford (at the present time a nominee for the presidency of the National Congress of Parents-Teachers and a past president of the California Congress) inducted the new officers into their respective positions. **Mrs. W. A. Price** of San Diego became president; **Mrs. W. J. Hayes** of Burlingame, first vice-president; **Mrs. C. H. Turner**, Redondo Beach, recording secretary; **Mrs. Stephen Gould**, Coalinga, financial secretary; **Mrs. Andrew Hancock**, Bakersfield, treasurer; and **Mrs. P. L. Barnes**, Long Beach, historian.

The other vice-presidents are **Mrs. Frank R. Schnaeffer**, Los Angeles; **Mrs. B. C. Clark**, Sacramento; **Mrs. W. H. Ash**, Colusa; **Mrs. Ernest R. Benson**, San Francisco; **Mrs. F. V. Vollmer**, Oakland; and **Mrs. O. M. Robertson**, Arlington.

On the way back to Los Angeles **Colton** was visited. Here John H. Waldron presides over the elementary school and F. Stillwell Moore is in charge of the secondary education. Mr. Waldron has been in the district for a number of years and has several fine schools under his supervision. Mr. Moore is not only a good schoolman but is one of the well-known musicians of Southern California. Both of the school systems show the result of careful and consistent supervision.

That night on the Owl we resumed our homeward journey, arriving in San Francisco the next morning.

* * *

Joan of the Journal by Helen D. Olds is a lively story for girls, rich in pictures of actual newspaper life, illustrated by Robb Beebe, and published by **D. Appleton and Company** of New York and London; \$2.00.

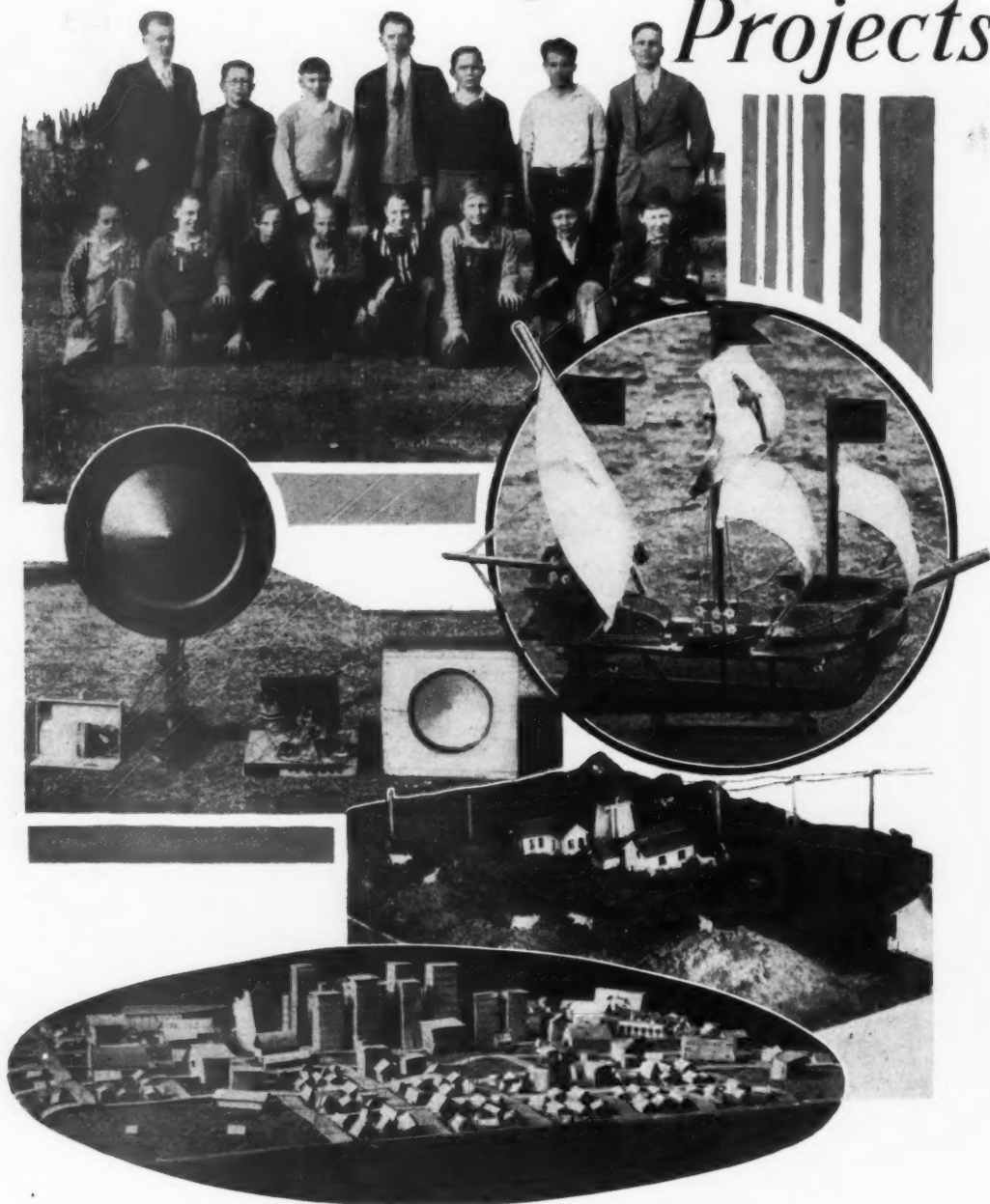
* * *

Mrs. Ina K. Dillion, primary teacher in the Fresno schools, is doing remarkably successful work with primary children. She states that the philosophy underlying our work is that (no longer new) philosophy of child purpose—information as needed to accomplish that purpose—with the teacher as organizer-leader-guide and general assistant.

Thinking and creative activity take precedence over simple learning of facts—all of which is well summed up in the following six lines:

*At learnings' fountain it is sweet to drink
But 'tis a nobler privilege to think.
And oft from books apart, the thirsting mind,
May make the nectar which it cannot find,
'Tis well to borrow from the good and great,
'Tis wise to learn, 'tis Godlike to create.*

Fresno County School Projects



Fresno County Schools, under direction of County Superintendent Clarence W. Edwards, are developing a noteworthy series of school projects. More than 16,000 children in the 154 rural schools are participating in this progressive education. Above are shown a school radio club; a model of the ship Santa Maria; a school-made radio set; a miniature dairy farm; and a model city. These exemplify purposeful educative activities.

Arithmetic Activities

I ACCEPTED an invitation to attend an exhibit of arithmetic activities of children of the city schools of Los Angeles. I never should have guessed it to be arithmetic. It was vividly colorful, and everything expressed joy. Prisms, cylinders, magic rulers, covered with design.

There was the greatest variety of toy calculators, toys that add, and toys that work percentage. Some were small enough to keep conveniently between the pages of a text. Others were made of large cartons from the grocery.

The rooms were crowded with visitors and I heard many questions: "Isn't it too much fun?" "Do they ever learn?" The teachers who are trying the new Arleigh system assured us that results were being carefully measured by standard diagnostic tests, and that the actual progress is always accelerated. Sometimes the progress is doubled.

A child who has always failed in arithmetic makes a new start, and does several years work in one semester. The results seem as delightful as the method of achieving them. The hand work not only attracts, but it enables the child to comprehend more clearly, and stimulates his thinking.—Reported by Miss R. Dell, South Pasadena.

* * *

Charles D. Jones, District Superintendent of Schools at Hermosa Beach, reports an unusually successful Public Schools Week meeting there. A fine series of school exhibits, musical numbers, and other features comprised the excellent program, concluded with refreshments served by the domestic arts department of the city schools under the supervision of Olga Hauge.

* * *

Child welfare workers, school nurses, supervisors of attendance, rural supervisors and probation officers, of the Central Coast Section of the C. T. A., recently held a meeting in Salinas. A luncheon was served at the high school cafeteria followed by a program. Helen Thurlby of Salinas sang a group of songs and Mrs. Elmarie Hyler, rural supervisor of Monterey County, gave some piano-logues. Mr. Van Dellen, principal of Salinas High School, gave an address of welcome. Speeches were given by James G. Force, Superintendent of Monterey County; N. Otis, probation officer of Monterey County; Mrs. Margaret Annear, supervisor of child welfare and attendance of Stanislaus County; and R. C. Bowman, supervisor of child welfare and attendance of the Oakland schools.

Stella Linscott, president of the state council of supervisors of child welfare and attendance, assisted with the formation of the Central Coast Section. The following officers were elected: President, **J. P. Felix** of Salinas; Vice-President, **Arle Corbet** of Hollister; Secretary-Treasurer, **Colin E. Knotts** of Santa Cruz.

* * *

Dr. Henry Suzzallo, director, National Advisory Committee on Education, appointed by President Hoover, with headquarters at 26 Jackson Place, Washington, D. C., will be in the East a considerable time in connection with his national work.

A New Project in Nature Education

FOR several years the writer has been conducting field studies in normal and college elective classes in biology. Last year I organized a course in Biology Survey of the Pacific States, which gave a general survey of the life conditions from the deserts and seashore to the tops of the mountains, going into detail regarding the bird, animal, and plant life of all the life-zones.

The interest was so strong that I felt that a field course in the summer would offer an opportunity for practical contact with the localities studied in the classroom. Accordingly a **Field School of Natural History** was organized, and we spent a month in the field. The school was so successful that it is to be repeated this year.

Many favors have been granted us. We expect to have the use of the 4-H Club camp in the **Las Posadas State Forest** on Howell Mountain. Sonoma County has given a camping ground free of charge in the redwoods. Yosemite National Park Nature Service has invited us to make free use of their guide service and of their classrooms, library, and laboratory during our stay in the valley.

Applications for the school are coming in rapidly. Any teachers who are interested would do well to write at once for information. The expense is reasonable. The date is July 29 to August 23. Address the Director for bulletin, Harold W. Clark, Pacific Union College, Angwin.

* * *

Mrs. Florence Keeney Robertson (M. A. University of Southern California, 1929), who teaches Americanization subjects in the Los Angeles City Schools, has made an excellent study of the historical development of evening schools.

She reports that California leads in the field of evening school instruction, according to our state educational department. Here the subjects offered and their content are the result of conference between the students themselves and the school authorities. Instruction is provided in any subject if a certain number desire it.

Vocational education aims to qualify the adult as a citizen worker. The extension of evening school instruction has been rapid during the past decade. Last year there were more adults in Los Angeles evening high schools than students in that city's day high schools. It has become a thoroughly-organized, administered, and supervised part of our school system.

* * *

The California League of Business and Professional Women is a member of the National Federation of Business and Professional Women's Clubs. The President is **Miss Annie Woodall** of Berkeley.

The Federation has a series of **scholarship and loan funds** which are available for girls who desire to complete high school, college or special training courses.

Persons interested in these funds may communicate with the national offices at 1819 Broadway, New York City or with Miss Woodall at 2026 Channing Way, Berkeley.

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State Printing of School Texts

DR. PERCY ROLLAND DAVIS, engaged for many years in educational work in California, has recently prepared a valuable thesis entitled "State Publication of Textbooks in California".

This study was made in the graduate division of the University of California, 1929-1930, as a thesis for the degree of Doctor of Education.

It is published by the California Society of Secondary Education, 2163 Center Street, Berkeley. The price is \$1 per copy.

The study is an evaluation of the results of state publication of textbooks in California from both the educational and the economic standpoint. It answers the following questions:

1. As compared with state purchase of textbooks, does state publication provide greater or less educational advantages to the schools?

2. As compared with state purchases of textbooks, is state publication more economical financially to the State?

The conclusions reached are a sweeping and unimpeachable refutation of current claims made in support of state publication of school texts.

* * *

Linda G. McClellan of the Dahlia Heights School, Los Angeles, has done a noteworthy work in her school in a finely-organized activity—study of American Indian life and lore. She

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states that "this project has resulted in a greater growth on the part of the child. Points of contact which otherwise would not have been established have been formed between teacher and child. A greater dependableness from the class has resulted. An intense common interest was aroused. An improvement in the academic work of the weakest children was noted."

* * *

An Error Corrected

AN erroneous statement occurred in the article entitled "Payment of Teachers Salaries" on page 68 of the May issue. In the fifth paragraph the word "previous" should be substituted for the word "subsequent". The sentence correctly reads: "It has been and still is the rule in California that moneys accruing to a school district during one school year cannot be used to pay claims accruing during a **previous** school year."

An Experience Background for Primary Reading

SARAH L. YOUNG, *Principal*
Cleveland School, Oakland

THROUGH the open windows one afternoon was heard a series of squeals and grunts. Investigation showed a truckload of hogs parked next the curb, while the driver worked on a refractory engine. What an opportunity for observation! Immediately the second graders were lined up in the aisle next the windows. From this vantage point the hogs were observed and an animated discussion took place among the observers. Finally, one little fellow piped up, "But, Miss Clark, where are their dresses?"

Dresses, of course! Had not these same second graders been absorbed in their fine arts period drawing little piggies, each clad in its own bright-colored dress.

Thus it is. This was the first time these children had seen a **live** pig. They had seen it on a printed page in their primer, they knew stories about the little pig, and may also have modeled one in clay, but still the real conception of a pig was vague.

We knew not how many other words were learned with either no visualization of the meanings or with false ideas. In an effort to obtain some aid for the comprehension of the written page, the use of the stereographs and slides was introduced.

The experiment was conducted with a group of non-readers from the first and second grades, all of whom were candidates for Z section classification. The visual equipment was a day-light lantern, a stereoscope, slides and stereographs. The Bolenius Primer was used as the text.

Lesson Procedure

The teacher selected the stereograph which was to be used for illustrative purposes and placed it on the reading table. During the day the pupils, one at a time, went to the table, used the stereoscope and studied the picture. Great interest was shown at this time, because of the third dimension, which made the picture so real. The slide, which corresponded to the stereograph, was shown during the recitation period, and used as a tie-up with the study of the stereograph.

It was with the flashing of the picture upon the blackboard that the teacher was able to

present words and phrases until the pupils had a clear concept of what they were reading. For example,—Cow at milking time. The study was used to review "can say" "cat" "meow-meow". When the picture was thrown on the blackboard, the teacher questioned the children regarding what they saw in the picture. Through skillful questioning she received the following sentence responses:—

The cow can say, "Moo! Moo!"
The man can say, "Cow walk".
The man can say, "Cat run".
Pussy Cat can say, "Meow, meow!"

A Clever Technique

The next day the same slide was again shown on the blackboard and for review exercises the above sentences placed in different order. The teacher then printed directly on the projected picture these words, suggested by the pupils:

Man	Tree	Cat	Sky
Box	Cow	Hill	Bell

Drill was given on the words, and the lantern was disconnected leaving words on the board. These words were then rearranged on another portion of the board, and more drill given. If a child failed to recognize a word, the picture was again flashed upon the board and the child was allowed to connect the printed word with the object. For review of the "can say" taught the previous day, the children gave these sentences.

The cow can say "Moo, moo".
Pussy cat can say "Meow, meow".
The man can say "Walk, cow, walk".

The same day the word "bird" appeared in the lesson, and a homemade slide was introduced to teach this work. The procedure given above was followed, with the resulting word list and sentences:

bird	sky	tree
ground	fence	
The bird can say "Good morning".		
The man can say "Good morning".		
The bird can say "Tweet, tweet".		

With this preliminary work the children had mastered so thoroughly the words taught that each pupil read his entire story with practically no assistance from the teacher. Before passing on to the next story in the reader, a comprehension test was given.

Whose Responsibility Is Teacher Training?

Review by Dr. Frank W. Thomas, President of the
Fresno State College

THERE has been in the past too prevalent an inclination to regard books on teacher-training as having direct interest only for instructors in colleges and schools of education. Whatever justification there may have been for assuming so narrow a viewpoint does not apply to a recent publication in that field.

"Problems in Teacher-Training, Vol. IV," edited by Ambrose L. Suhrie, (The New York University Press Book Store, New York City, 1929) is an account of proceedings of the New York Society for the Experimental Study of Education. Although the scope and character of the papers presented are of unusual interest in themselves, the significant factor of the book is the frank way in which it presents the platform of responsibility for teacher-training.

From its opening topic, "Co-operation in attracting, selecting and training a professional staff for the teaching service," through to its final topic, "Student co-operation with each other and with the faculty and administrative officers," the book contains many stimulating discussions and suggestions. It is noteworthy as presenting the broader and more professional viewpoint on teacher-training which is characteristic of the more advanced thinking and practice in that field.

Pictureland by Frank Owen, illustrated by 52 children, is published by the **Lantern Press**, 45 Astor Place, New York City. Children's drawings, accompanied by poems, illustrate the many moods of youth. This book is of genuine interest to art teachers, English teachers, and teachers in general. \$1.75.

Lucy Lockwood Hazard, associate professor of English, Mills College, has written a large volume "In Search of America", correlating the practice of composition with a study of American life.

Her previous volume was "The Frontiers of American Literature"; these two are published by **Thomas Y. Crowell Company**, New York City. "In Search of America" comprises 608 pages; \$3.75.

A Modern Course in Spelling

AN important contribution to the making of a course of study in spelling by members of the Berkeley School Department is contained in the Eighth Yearbook of the Department of Superintendence, which has just recently been issued.

In the chapter entitled "Curriculum and course-of-study-making as factors in the improvement

of instruction" there appears a section entitled "Building a spelling course in Berkeley" which is a summary of the course of study in spelling which had just been published for use in the Berkeley elementary schools. The course of study in spelling represents a co-operative attack upon all of the problems of the proper teaching of spelling by Ruby Minor, director of courses-of-study in the elementary schools, as general director, and C. K. Hayes and Mrs. Ethel Tudbury who acted as chairman of the Spelling Committee.

Other members of the committee who assisted in the study and in the formulation of material include: Helen E. Arnold, Nina F. Brooks, Ruth E. Clayton, Marian Coleman, Eva G. Gibson, Ella F. W. Haley, Flora Hartwell, Jean Imrie, Doris Johnston, Ethel G. King, Frieda H. McPhee, Gladys McKenny, Margaret Florence Mole, Anna O'Bannon, Lelah M. Reynolds, Amy C. Rutherford, Clarisse A. Steffan, Matilda E. Suenderman, and Elsie M. Weidlein.

Ruth Keeney, teacher in the San Diego Schools, has written an admirable one-act play entitled "Mission Days." A competent critic, supervisor of English and Dramatic Art, has declared concerning it: "The thought and the idealism in this little play are well worth-while. The simplicity of the action, the setting and the costumes, would make it possible for an English or social studies teacher to present the episode in the classroom."

The biggest thing a teacher can give a pupil is himself, according to Dr. J. Hudson Ballard, professor of philosophy and religious education at Occidental College, in an address before the **South Pasadena City Teachers Association** on the "Psychology of Influence." The meeting was held recently at the Junior High, under the guidance of H. Guy Wood, president.

That the pupil receives more on the lower or subtle "physical changes" level is the belief of this eminent psychologist who pointed out how the teacher's mental life, the depth and sincerity of his inner life are caught up and interpreted by his students.

Departmental round tables discussing more effective articulation preceded the dinner, served in the school cafeteria. Chairmen in charge were: Mrs. Emily Pryor, kindergarten and primary grades; Mrs. Gaydon, third and fourth grades; Ethel McMartin, fifth and sixth; Kate Meek, mathematics; G. E. Davis, science; Bess Hoag, language; Dorothy Wilson, English; Myrtle Farrar, social studies; W. S. Shires, commercial; Hester Lauman, art; W. P. Childs, mechanical arts; Mrs. Martha Bruce, household arts; Coach C. Merrill Green, boys' physical education; Ruth Dix, girls' physical education; Albert J. Adams, music; John E. Alman, administration.—Hazel G. Long, South Pasadena.

Water Gardens and Goldfish, by Robert V. Sawyer and Edwin H. Perkins, is one of the numerous **De La Mare Garden Books**, published by **A. T. De La Mare Company**, 225 West 34th Street, New York City. It has many illustrations and much practical information.

Southern Elementary Principals

CALIFORNIA Elementary School Principals Association, Southern Section, at its annual meeting elected new officers as follows:

President: **Mrs. Cora S. Rusling**, Los Angeles; Secretary: **Mrs. Gertrude Best Hammond**, Los Angeles; Treasurer: **Don T. Delmet**, Norfolk; Executive Members: **A. B. Hancock**, Los Angeles and **Harley W. Lyon**, Pasadena.

Mr. Lyon, chairman of the research committee, submitted his report in mimeograph form, and added a few remarks concerning the selection of the topic, "**Report Cards**", which the committee had selected as one most vital. They had found a variety of opinions, pro and con, about report cards but "all agreed that some estimate of work is required by the public, and desired by the parents."

Mr. Lyon called attention to the fact that a new idea had been introduced by the committee, viz., a return response from the home to the school, for the purpose of securing better co-operation between school and home. The committee did not feel its report was final; in fact, the new cards are being tried out in two schools, Inglewood and Norwalk, this semester.

It was moved by Mr. Enfield, and seconded, that the report of the Research Committee, be accepted as a progress report, to give opportunity for principals to express reactions, and to permit to experiment with the cards, and to report their findings.

* * *

Dedication of Frederick Burk School

DEDICATION of the Frederick Burk School was held Saturday, May 2, at 10 o'clock on site of school, on San Francisco State Teachers College campus.

Participating in this ceremony were the faculty of San Francisco State Teachers College, student body members, alumni, parent teacher association, children, distinguished educators of the Pacific Coast, and the public.

* * *

Mrs. Laurel Olson Knezevich of Los Angeles (formerly chairman of the California Teachers Association, Southern Section Geography group) is chairman of international correspondence, World Friendship Club of Los Angeles, and also chairman of the international committee of the Los Angeles City Teachers Club.

She reports that her organization is now in direct contact with 17 foreign countries, for the purpose of correspondence among schools.

* * *

C. G. Bradford, principal of the Mariposa County Union High School, recommends that school principals should be the active news disseminators in their respective communities and regions.

He suggests that proper publicity in the local newspapers will aid the public to become aware (from accurate sources) of school needs and problems. If the school is to reach the people, he states, it must use the medium which the public in general reads.

California Geography Council

CALIFORNIA Gography Council is affiliated with the National Council of Geography Teachers and the California Teachers Association.

The officers are **Jehiel S. Davis**, President; **Vivian Raybold**, Vice-President; **Minnie Taylor**, Secretary-Treasurer. The headquarters are at 14253 Gilmore Street, Van Nuys.

Recently the council enjoyed a delightful dinner prepared and served under the able direction of **Nora Sterry** at the Los Angeles Elementary Principals Club. The following menu was served by girls in Spanish costumes:

Hors d'oeuvres	France
Grenki	Russia
Tagliarini	Italy
Benless fogle	Sweden
Gul Rodder	Denmark
Escl Ore	Germany
Kafe	Brazil

Mr. Davis stated the aims and objectives of the council, pointing out that geography (although the basis for the social sciences) is itself a physical science and is an effective instrument towards world peace.

* * *

California Junior College Mental-Educational Survey

MORE than 11,000 junior college students have been tested in the mental-educational survey of the state which has been conducted this year under the direction of Professor **Walter C. Eells**, of the School of Education of Stanford University. Over 7,000 of these were freshmen.

All but two of the public junior colleges in the state participated, ten of the private ones, and (by special arrangement) two from Arizona and two from Washington.

A number of supplementary studies are in progress or prospect at Stanford University and will be reported as they are completed. These involve detailed analyses of the relation of test scores to nationality, occupation, sex, age superiority and inferiority of students, type of high school training, recommended units, etc.

A detailed report of the standing of every student tested has already been mailed to each of the co-operating junior colleges. Already these have been reported as valuable for various types of guidance and classification. They will be much more useful when they can be interpreted in the light of the data and findings to be found in the new state bulletin.

* * *

The **Public School Business Officials** of the State of California at their recent annual convention, held in San Francisco, elected the following officers: **Davis P. Hardy** of San Francisco, President; **George Yelland** of Alhambra, First Vice President; **L. L. Smith** of Fresno, Second Vice President; **Wm. H. Cox** of Alameda, Secretary; **Irving Oliver** of Glendale, Treasurer; **Elizabeth Phillips** of Santa Ana, **William Sheldon** of Los Angeles and **Don Rice** of Oakland, are the newly-elected directors. The next meeting will probably be held in Fresno, final choice subject to vote of the Board of Directors.

College Parent-Teacher Courses

MRS. J. W. BINGHAM*, *Bureau Manager*
Education Extension
California Congress of Parents and Teachers

FEW educational movements in recent years have had the scope and effectiveness of the parent-teacher association. One of the most significant indications of this fact lies in the growth of credit courses on "the educational aspects of the parent-teacher movement" in universities and state colleges.

The college course offers an opportunity for teachers, social service workers, and parent-teacher leaders together to make an extensive study of the possibilities of the parent-teacher association and to go back into their communities with the determination to make these possibilities a reality—that the best results may be obtained for all concerned.

The Values of These Courses

It affords an opportunity for a clear understanding on the part of the teaching profession, previously unknown in many instances, of the educational value and standing of the parent-teacher movement.

It breaks down in the minds of certain educators decided prejudices as to its legitimate field of endeavor. The instruction reaches teachers who will frequently be the determining factors in setting up and maintaining parent-teacher activities in the state.

The work is stabilized by the formal study of standards and underlying principles. Leaders become well-grounded in the method and technic of the organization. It gives the educator an opportunity to shape and guide the movement which is still in the process of growth and development.

Each year there has been an increasing demand for these college courses. New courses are being initiated as rapidly as properly trained instructors can be supplied. Likewise, courses have been given at the Universities of Georgia, Pennsylvania, Tennessee, Florida, Virginia, Mississippi, Nebraska, Indiana, North Carolina, Hawaii, Stanford and Southern California, Alabama College for Women, North Carolina College for Women, Wittenberg, Cleveland, Marshall and Winthrop Colleges as well as at numerous State Normal Colleges. Last summer seven courses were given in the State of California,—a two-unit course at Stanford, the University of Southern California and the State Teachers Colleges at Arcata, Chico, San Francisco. A one-unit course was offered at San Diego and at Santa Barbara. A course was also offered during the

spring quarter at the State College at Fresno. The work is rapidly becoming absorbed into the regular curriculum.

These are **not** courses in "Parent Education", as they are often misinterpreted to be. They deal rather with the fundamental purposes, technics and methods of parent-teacher organization.

The course includes a study of the fundamental significance of the parent-teacher movement and its importance as a factor in education: its place as a national and international movement; its parental education program: its contribution in the field of adult education: the articulation with other educational and welfare organizations.

A Synopsis of the Course

The major part of the course will be devoted to the study of the local parent-teacher association,—the various types (rural, city, high school, study circle, etc.); how it should be organized; how meetings should be planned and conducted; how it can best be of service to the school and the community; legitimate activities and those to be avoided: the proper formation of a year's program of work adapted to the special needs of the local situation; the relation of the school principal and the teacher to the P. T. A.; leadership: proper means of financing activities—and such other problems as may be suggested by the class.

The State Teachers Colleges at Arcata, Chico, San Francisco and Santa Barbara will offer two-unit courses on the subject this summer. A series of conferences will be held at the University of California at Berkeley, the University of California at Los Angeles, Pomona College, and at several other colleges.

Teachers and school administrators who are planning to take college work this summer will find these courses both profitable and interesting.

* * *

Santa Cruz County Annual Field Day recently held at Soquel under the direction of County Superintendent Miss Edna Young, drew a record crowd of over 2700 men, women, and children. It was declared to be the most successful observance ever held in the county. The program included a wide range of athletic events, music, stunts and games. Santa Cruz County merits hearty congratulation upon this great community event.

* * *

Mrs. Catherine Gray Hooton, San Benito County Superintendent of Schools, reports excellent and interesting activity work in some of her rural schools. **Miss Geraldine Drake**, of the four teacher rural school at Ausaymas, has developed a particularly noteworthy program.

*Address—653 Melville Avenue, Palo Alto.

California Vocational Association

FOURTH annual conference of the California Vocational Association will be held in San Jose, Friday and Saturday, August 1 and 2. Headquarters will be the State College.

In addition to the conference meetings, the Committee on Exhibits has arranged for a "pooling" of "pet projects", ideas which have been successfully used in school. Descriptions, photographs, lesson sheets, charts and constructed problems within the various divisions of education represented, will be on display. This part of the conference activities should be well worth one's attention.

Several groups have planned to open the convention on Friday morning with 8 o'clock breakfasts. The breakfast groups organized to date are: Stout Alumni, Santa Barbara Industrial Arts Alumni, Industrial Arts Directors, and Supervisors of large centers, and Iota Sigma Phi.

The convention closes Saturday noon. For those spending the week-end in San Jose, Richard Werner is planning a barbecue at his ranch in the Santa Cruz Mountains.

Hotel reservations at reduced rates for the convention, and further information on accommodations may be secured from **A. R. Nichols**, chairman of the committee on accommodations, San Jose High School.

B. W. Spaulding is chairman of the central local committee for the convention. He may be addressed at the San Jose State College.—Doris E. Hoffman, Chairman Publicity of Local Central Committee.

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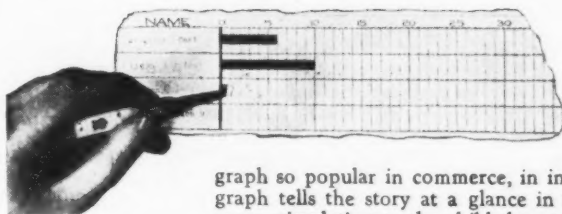
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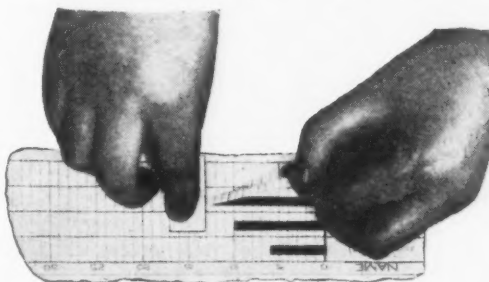
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(Continued from Page 15)

of change is fun in place of drudgery. As to results: the children have become quite expert. They take turns in being store-keeper and can conduct a lesson very nicely without supervision.

IN summing up, I wish to say that I consider it a very successful experiment. In a large measure it has done away with an attitude that previously existed among the children,—and which I can best express by repeating a remark made by my small daughter when first handed a dollar for a small purchase. She looked at the dollar for a moment, and then at her coin box and said, "Oh daddy, charge it."

* * *

Stanislaus County Elementary Principals

OFFICERS: President, Della B. Helsser, Turlock; Vice-President, S. W. McConnell, Newman; Secretary-Treasurer, A. P. Patten, Modesto.

Very interesting meetings, first and third Wednesday in the month. Thirty-three members. Held in Roosevelt School, Modesto.

Time given over to professional study. Leo B. Balsden, Assistant Superintendent of Schools, Sacramento, leads the study in professional problems.

* * *

California Inter-Scholastic Federation

EMIL LAMAR, *Instructor*
Physical Education and Track
Berkeley High School

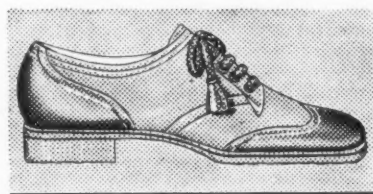
THE State Athletic Meet was held this year on May 10 at the California Oval, Berkeley. Last year San Diego High School was the state champion, at Los Angeles Coliseum. Records for state track and field meets for previous years were:

Event	Performance
100-yd. dash	9.6 sec.
220-yd. dash	21.4 sec.
440-yd. dash	49.6 sec.
880-yd. dash	1 min. 58.4 sec.
1 mile	4 min. 29 sec.
120-yd. high hurdles	15.1 sec.
220-yd. low hurdles	23.9 sec.
Half-mile relay	1 min. 29 sec.
Pole vault	12 ft. 11½ in.
Discus	144 ft. 3½ in.
12-lb. shot	54 ft. 4-5 in.
16-lb. shot	45 ft. 9-9 in.
Javelin	182 ft.
High jump	6 ft. 4¼ in.
Broad jump	23 ft. 8 in.

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Librarians Meet in Los Angeles

MORE than 2000 members of the American Library Association are expected in Los Angeles, June 23-28 for the fifty-second annual conference of the Association.

Two experiments in extending library service to some of the 45 million people without such service in the United States and Canada will be reported. Milton J. Ferguson, state librarian of California, will describe a demonstration of state library service begun in Louisiana in 1925 and completed this year, and Helen G. Stewart, director, will tell of a demonstration of rural library service begun in British Columbia this spring.

The library movement in California, including work done in county, public, college and school libraries, will be featured at one of the general sessions.

Athlete	School	Year
Lombardi	L. A. High	1928
Wilson	San Diego	1929
Schiller	L. A. Poly	1918
Welch	Visalia	1929
Blankenship	Visalia	1915
Meeks	Hollywood	1926
Payne	San Bernardino	1926
	L. A. High	1926
Barnes	Hollywood	1924
Houser	Oxnard	1922
Houser	Oxnard	1922
Houser	Oxnard	1922
Yancey	Compton	1929
Marty	Fresno	1929
Wykoff	Glendale	1927



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Imperial County School Meeting

A MEETING of all of the trustees, high school principal, and district superintendents of Imperial County was held in the Court House at El Centro, on Saturday, April 19, at the call of H. C. Coe, County Superintendent of Schools. The meeting was presided over by E. E. Kiefer, of the Calexico Union High School Board, and Margaret Giles, deputy superintendent, acted as secretary.

The speaker of the meeting was Ira C. Landis, superintendent of Riverside city schools, his topic being "Schools of Tomorrow". Miss Burney Porter, appointment secretary of University of California at Los Angeles, was a visitor at the meeting.

J. G. Scott, county purchasing agent, spoke briefly on centralized purchasing and gave a report on the savings afforded by the centralized purchasing plan as it operated during the two years it has been in force in this county. He estimated the savings to the county for the year 1929-30 at \$15,000.

California Home Economics Association

ANNUAL meeting of the California Home Economics Association was held at the David Lubin Junior High School in Sacramento April 18 and 19. Mrs. Gail Paulson presided, assisted by Miss Florence Ritchie, both of Chico. The program of work outlined for the coming year included co-operation in preparing a curriculum for nurses' training; furthering a state-wide health program through home economics departments; surveying the field of home economics possible in junior colleges; and supporting the American Home Economics Association in activities for betterment of the American home.

The newly-elected president is Maud E. Hayes, Supervisor of Home Economics in Long Beach, and the secretary-treasurer is Florence Martin, assistant supervisor of home economics in Los Angeles. Miss Hayes represents the state at the Denver meeting of the American Home Economics Association in June.—Essie L. Elliott, State Publicity Chairman, Manual Arts High School, Los Angeles.

Rockne's System But Not Rockne

CONTRARY to his expectations up until the present, Knute Rockne has been definitely forbidden by his physician to fulfill engagements this summer. Word to this effect has just been received from Knute Rockne by Dean M. Ellwood Smith, Director of the Summer Session at Oregon State College.

The Coaching School at Oregon State will be given as planned and the Rockne system will be taught by Coach Paul J. Schissler, who for five years has been associated with Coach Rockne in his summer sessions both in the West and elsewhere, and who knows and teaches Rockne's system.

In Knute Rockne's absence last year he gave the course most successfully, and the men who took it were enthusiastic for the work. In the absence of Rockne the special fee for the coaching work will be eliminated and the regular \$10 registration fee will admit to the coaching work as well as to all other work of the summer session, two weeks or six weeks.

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Dismissal of Teachers

ALFRED E. LENTZ

C. T. A. Legal Advisor

WHEN may a teacher be dismissed? When does a teacher become permanent? These two questions at this time of year are uppermost in the minds of both teachers and school district governing boards. The answer to one is the answer to the other.

The State Department of Education has uniformly held that, unless earlier classified by the governing board of a school district, a teacher did not become permanent until he had

Southern Section Honor Roll

(Continued from Page 38)

THE following schools were received too late for incorporation in the tabular lists (pages 37, 38):

Imperial County—Elm, Trifollum; **Los Angeles County**—Covina; **Orange County**—Laurel.

New Campus at Los Angeles

(Continued from Page 16)

biology building, and a school of education building.

Of these the library and the science buildings have been left partially incomplete to allow for enlargement in the future. Royce Hall, which appropriately commemorates the great California philosopher, contains professors' offices, classrooms and an auditorium seating 2500 persons. Buildings now under construction are Kerckhoff Hall, which has been donated for the purposes of a student union, and the Director's house.

The visitor to the new campus is impressed with its ample provision for further expansion, as the need arises, and with the dignity and permanence of the structure already completed. It is a worthy tribute to the active interest in education among the people of Southern California.

served three complete consecutive school years in the district and had been re-employed for the fourth consecutive year.

The department has also consistently held that a teacher not classified as permanent by his employing board could be dismissed without cause by giving him, on or before June 10 of his third complete consecutive school year of service in the district, the written notice prescribed by School Code section 5.681.

The Attorney General was asked for his opinion on the question whether a teacher serving his third year and who had been classified as permanent by the governing board of the district, could be dismissed without cause by the giving of a written notice of dismissal on or before the 10th of June of his third school year. The Attorney General in his opinion No. 7098 (April 29, 1930) held that the teacher could be so dismissed.

It follows then, that a teacher being so subject to dismissal does not become permanent unless he serves three complete consecutive school years and is re-employed for the fourth year. If he is not notified of his dismissal on or before June 10, he is of course, re-elected by operation of law and therefore becomes permanent and then only.



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YOUR VOTE

for your
pupils'
health



*... is it based on 50 year old theories
... or the facts of today?*

ASTONISHING—but true—only recently has science cast its spotlight on the importance, both physical and mental, of school seating. Old school seats may still serve to sit upon—but that's all. They do not perform the other functions that science and modern education demand. Correct school seating is recognized today as a decided factor in the physical and mental development of the school child—a factor that should be reckoned with.

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ciency. Your pupils feel better—work better—their chests are out—their shoulders relaxed . . . through scientifically correct seating their standing, too, is improved. The American school seat of today makes a major contribution to the general health, strength and mental progress of America's school children.

There is an American seat for every school requirement . . . seating in a wide diversity of styles and models. For more than 50 years American chairs have been preferred for dependable quality—in schools, in theatres and auditoriums where comfort and acoustics must be consid-

ered, and in chapels where beauty is a factor. You are invited to use our Seating Engineering Service. There is no obligation.



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